PROPOSED REAUTHORIZATION FOR THE TRIBALLY CONTROLLED COMMUNITY COLLEGE PROGRAM

HEARING

BEFORE THE

SELECT COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

S. 2623

TO AMEND AND EXTEND THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978, AND FOR OTHER PURPOSES

JUNE 15, 1982

WASHINGTON, D.C.

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PROPOSED REAUTHORIZATION FOR THE TRIBALLY CONTROLLED COMMUNITY COLLEGE PROGRAM

JUNE 15, 1982

U.S. SENATE,
SELECT COMMITTEE ON INDIAN AFFAIRS,
Washington, D.C.

The committee met, pursuant to notice, at 9:35 a.m., in room 6226, Dirksen Senate Office Building, Senator Mark Andrews (acting chairman) presiding.

Present: Senators Andrews and Melcher.

Staff present: Timothy C. Woodcock, staff director; Peter S. Taylor, general counsel; Jane Wrenn, staff attorney; Jo Jo Hunt, staff attorney; and John Mulkey, staff professional.

Senator ANDREWS (acting chairman). The Select Committee on Indian Affairs will come to order.

The purpose of this hearing is to hear testimony on S. 2623 from the administration, from Indian tribes and organizations, and from tribally controlled community college representatives.

S. 2623 would amend and extend the Tribally Controlled Community College Assistance Act of 1978. The act, Public Law 95–471, became law on October 17, 1978. The committee, in the 96th Congress, saw the need to amend the technical assistance provisions of the act and reported favorably a bill to do just that. The Senate passed the bill in the 96th Congress, but the House of Representatives never acted favorably on the legislation.

Since that time, the Senate Select Committee on Indian Affairs has awaited action by the House of Representatives on amendments to the act. The second session of the 97th Congress has seen movement in the House on a bill to amend and to extend the act. The House Education and Labor Committee's staff and the staff of this committee have met with representatives of the Indian community colleges and other interested parties to develop draft legislation.

The House Subcommittee on Postsecondary Education held a hearing on May 4 on such draft legislation. On May 25, after consideration of the hearing's proceedings, the chairman of the Postsecondary Education Subcommittee and 14 cosponsors introduced H.R. 6485, a bill identical to our bill, S. 2623, with the exception of a few technical amendments.

S. 2623 was introduced in the Senate on June 10, with six cosponsors. At this time, without objection, I will place a copy of S. 2623 in the hearing record.

[The bill follows. Testimony resumes on p. 22.]

II

97TH CONGRESS
2D SESSION

S. 2623

To amend and extend the Tribally Controlled Community College Assistance Act of 1978, and for other purposes.

IN THE SENATE OF THE UNITED STATES

JUNE 10 (legislative day, JUNE 8), 1982

Mr. COHEN (for himself, Mr. ANDREWS, Mr. MELCHER, Mr. INOUYE, Mr. BAUCUS, and Mr. BURDICK) introduced the following bill; which was read twice and referred to the Select Committee on Indian Affairs

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A BILL

To amend and extend the Tribally Controlled Community College Assistance Act of 1978, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. The matter preceding title I of the Tribally Controlled Community College Assistance Act of 1978 (92 Stat. 1325) (hereafter in this Act referred to as the "Act") is amended—

(1) by inserting after "DEFINITIONS" the following:

"SEC. 2. (a) For purposes of this Act, the term—";

(2) by striking out "and is eligible to receive services from the Secretary of the Interior" in paragraph (1);

(3) by inserting before the semicolon at the end of paragraph (5) thereof the following: "and the reference to Secretary in clause (5)(A) of such section shall be deemed to refer to the Secretary of the Interior"; and

(4) by striking out paragraph (7) and inserting in lieu thereof the following:

"(7) 'Indian student count' means a number equal to the total number of Indian students enrolled in each tribally controlled community college, determined in a manner consistent with subsection (b) of this section on the basis of the quotient of the sum of the credit hours of all Indian students so enrolled, divided by twelve.

"(b) For the purpose of determining the Indian student count pursuant to paragraph (7) of subsection (a), such number shall be calculated on the basis of the registrations of Indian students as in effect at the conclusion of the third week of each academic term. Credits earned in classes offered during a summer term shall be counted toward the computation of the Indian student count in the succeeding fall term. Indian students earning credits in any continuing education program of a tribally controlled community college shall be included in determining the sum of all credit hours.

For such purposes, credits earned in a continuing education program shall be converted to a credit-hour basis in accordance with the tribally controlled community college's system for providing credit for participation in such program.".

SEC. 2. Section 101 of the Act is amended—

(1) by inserting "as a fulfillment of the continuing legal trust responsibility of the Federal Government as it relates to education for Indian students and" after "colleges"; and

(2) by inserting immediately before the period at the end thereof the following: ", and to allow for the improvement and expansion of the physical resources of such institutions".

SEC. 3. (a) Section 102 of the Act is amended—

(1) by striking out "is authorized to" in subsection (a) and inserting in lieu thereof "shall, subject to appropriations,"; and

(2) by striking out "to defray the expense of activities related to education programs for Indian students" in subsection (b) and inserting in lieu thereof "to defray, at the determination of the tribally controlled community college, expenditures for the operation and maintenance of the college, including administrative, academic, community, and student services programs, and technical assistance".

(b) Section 106(a) of the Act is amended by inserting after the second sentence the following new sentence: "Such application shall include a description of recordkeeping procedures for the expenditure of funds received under this Act which will allow the Secretary to audit and monitor programs conducted with such funds.".

SEC. 4. (a) The Act is amended—

(1) by redesignating sections 104 through 114 as sections 105 through 115, respectively; and

(2) by inserting after section 103 the following new section:

"PLANNING GRANTS

"SEC. 104. (a) The Secretary shall establish a program in accordance with this section to make grants to tribes and tribal entities to conduct planning activities for the purpose of developing proposals for the establishment of tribally controlled community colleges, or to determine the need and potential for the establishment of such colleges.

"(b) The Secretary shall establish, by regulation, procedures for the submission and review of applications for grants under this section.

"(c) From the amount appropriated to carry out this title for any fiscal year (exclusive of sums appropriated for section 105), the Secretary shall reserve (and expend) an amount necessary to make grants to five applicants under

this section of not more than $15,000 each, or an amount necessary to make grants in that amount to each of the approved applicants, if less than five apply and are approved.".

(b) The Act is further amended—

(1) by striking out "section 106" in section 105 (as redesignated by subsection (a)(1)) and inserting in lieu thereof "section 107";

(2) by striking out "section 105" in section 106 (as so redesignated) and inserting in lieu thereof "section 106";

(3) by striking out "section 110" in section 107 (as so redesignated) and inserting in lieu thereof "section 111";

(4) by striking out "section 106" in section 109 (as so redesignated) and inserting in lieu thereof "section 107";

(5) by striking out "section 104" in section 109 (as so redesignated) and inserting in lieu thereof "section 105"; and

(6) by striking out "section 106(a)" in section 110 (as so redesignated) and inserting in lieu thereof "section 107(a)".

SEC. 5. Section 105 of the Act (as redesignated by section 4(a)(1)) is amended—

(1) by inserting "from a tribally controlled community college which is receiving funds under section 108" after "upon request" in the first sentence thereof; and

(2) by striking out "to tribally controlled community colleges" in such sentence.

SEC. 6. (a) Section 106 of the Act (as redesignated by section 4(a)(1) of this Act) is amended—

(1) by striking out "FEASIBILITY" in the heading of such section and inserting in lieu thereof "ELIGIBILITY";

(2) by striking out "feasibility" each place it appears in such section and inserting in lieu thereof "eligibility";

(3) by inserting at the end of subsection (b) the following new sentence: "Such a positive determination shall be effective for the fiscal year succeeding the fiscal year in which such determination is made."; and

(4) by striking out "10 per centum" in subsection (c)(2) and inserting in lieu thereof "5 per centum".

(b) Section 107(a) of the Act (as redesignated by section 4(a)(1) of this Act) is amended by striking out "feasibility" and inserting in lieu thereof "eligibility".

SEC. 7. Section 108(a) of the Act (as redesignated by section 4(a)(1) of this Act) is amended to read as follows:

"SEC. 108. (a) Except as provided in section 111, the Secretary shall, for each academic year, grant to each tribally controlled community college having an application approved by him an amount equal to the product of—

"(1) the Indian student count at such college during such academic year, as determined by the Secretary in accordance with section 2(a)(7) of this Act; and

"(2)(A) $4,000 for fiscal year 1983,

"(B) $4,000 for fiscal year 1984,

"(C) $5,025 for fiscal year 1985,

"(D) $5,415 for fiscal year 1986, and

"(E) $5,820 for fiscal year 1987,

except that no grant shall exceed the total cost of the education program provided by such college.".

SEC. 8. Section 109 of the Act (as redesignated by section 4(a)(1) of this Act) is amended—

(1) by inserting "(a)" immediately after the section designation; and

(2) by adding at the end thereof the following new subsections:

"(b) The Secretary shall not alter the priorities or budget allocations made by an Indian tribe which operates a tribally controlled community college if such tribe identifies an allocation for that college from appropriations authorized

by the Act of November 2, 1921 (25 U.S.C. 13), popularly referred to as the Snyder Act, or in accordance with the Secretary's annual budget exercises.

"(c) For the purposes of section 312(2)(A)(i) and 322(a)(2)(A)(i) of the Higher Education Act of 1965, any Indian student who receives a student assistance grant from the Bureau of Indian Affairs for postsecondary education shall be deemed to have received such assistance under subpart 1 of part A of title IV of such Act.".

SEC. 9. (a) Section 110 of the Act (as redesignated by section 4(a)(1) of this Act) is amended to read as follows:

"APPROPRIATION AUTHORIZATION

"SEC. 110. (a)(1) There is authorized to be appropriated, for carrying out section 105, $3,200,000 for each of the fiscal years 1985, 1986, and 1987.

"(2) There is authorized to be appropriated for carrying out section 107, $30,000,000 for each of such fiscal years.

"(3) There are authorized to be appropriated such sums as may be necessary to carry out section 113 for each of such fiscal years.

"(b) For the purpose of affording adequate notice of funding available under this Act, appropriations under this Act are authorized to be included in an appropriation Act for the fiscal year preceding the fiscal year for which they are first available for obligation. In order to effect a transition to

the advance funding method of timing appropriation action, the provisions of this subsection shall apply notwithstanding that its initial application will result in the enactment in the same year (whether in the same appropriation Act or otherwise) of two separate appropriations, one for the then current fiscal year and one for the succeeding fiscal year.

"(c) Unless otherwise provided in appropriation Acts, funds appropriated pursuant to this section shall remain available until expended.".

SEC. 10. Section 111 of the Act (as redesignated by section 4(a)(1) of this Act) is amended by redesignating subsection (b) as subsection (c) and by striking out subsection (a) and inserting in lieu thereof the following:

"(a)(1) If the sums appropriated for any fiscal year pursuant to section 110(a)(2) for grants under section 107 are not sufficient to pay in full the total amount which approved applicants are eligible to receive under such section for such fiscal year—

"(A) the Secretary shall first allocate to each such applicant which received funds under section 107 for the preceding fiscal year an amount equal to the product of (i) the per capita payment for the preceding fiscal year, and (ii) such applicant's Indian student count for the current fiscal year;

"(B) the Secretary shall next allocate an amount equal to the product described in subparagraph (A) to applicants who did not receive funds under such section for the preceding fiscal year, in the order in which such applicants have qualified for assistance in accordance with section 107, and no amount shall be allocated to a later qualified applicant until each earlier qualified applicant is allocated an amount equal to such product; and

"(C) if additional funds remain after making the allocations required by subparagraphs (A) and (B) the Secretary shall allocate such funds by ratably increasing the amounts of the grant determined under such subparagraphs.

"(2) For purposes of paragraph (1) of this subsection, the term 'per capita payment' for any fiscal year shall be determined by dividing the amount available for grants to tribally controlled community colleges under section 107 for such fiscal year by the sum of the Indian student counts of such colleges for such fiscal year. The Secretary shall, on the basis of the most satisfactory data available, compute the Indian student count for any fiscal year for which such count was not used for the purpose of making allocations under this title.

"(b)(1) If the sums appropriated for any fiscal year for grants under section 107 are not sufficient to pay in full the total amount of the grants determined pursuant to subsection (a)(1)(A) the amount which applicants described in such subsection are eligible to receive under section 107 for such fiscal year shall be ratably reduced.

"(2) If any additional funds become available for making payments under section 107 for any fiscal year to which subsection (a) or paragraph (1) of this subsection applies, such additional amounts shall be allocated by first increasing grants reduced under paragraph (1) of this subsection on the same basis as they were reduced and by then allocating the remainder in accordance with subsection (a). Sums appropriated in excess of the amount necessary to pay in full the total amounts for which applicants are eligible under section 107 shall be allocated by ratably increasing such total amounts.

"(3) References in this subsection and subsection (a) to section 107 shall, with respect to fiscal year 1982, be deemed to refer to section 106 as in effect at the beginning of such fiscal year.".

SEC. 11. Section 112 of the Act (as redesignated by section 4(a)(1) of this Act) is amended to read as follows:

"REPORT ON FACILITIES

"SEC. 112. (a) The Administrator of General Services shall provide for the conduct of a study of facilities available

for use by tribally controlled community colleges. Such study shall consider the condition of currently existing Bureau of Indian Affairs facilities which are vacant or underutilized and shall consider available alternatives for renovation, alteration, repair, and reconstruction of such facilities (including renovation, alteration, repair, and reconstruction necessary to bring such facilities into compliance with local building codes). Such study shall also identify the need for new construction. A report on the results of such study shall be submitted to the Congress not later than September 30, 1984. Such report shall also include an identification of property (1) on which structurally sound buildings suitable for use as educational facilities are located, and (2) which is available for use by tribally controlled community colleges under section 202(a)(2) of the Federal Property and Administrative Services Act of 1949 (40 U.S.C. 483(a)(2)) and under the Act of August 6, 1956 (70 Stat. 1057; 25 U.S.C. 443a).

"(b) The Administrator of General Services, in consultation with the Bureau of Indian Affairs, shall initiate a program to conduct necessary renovations, alterations, repairs, and reconstruction identified pursuant to subsection (a) of this section.

"(c) For the purposes of this section, the term 'reconstruction' has the meaning provided in the first sentence of

subparagraph (B) of section 742(2) of the Higher Education Act of 1965 (20 U.S.C. 1132e–1(2)(B)).".

SEC. 12. Section 113 of the Act (as redesignated by section 4(a)(1) of this Act) is amended to read as follows:

"CONSTRUCTION OF NEW FACILITIES

"SEC. 113. (a) With respect to any tribally controlled community college for which the report of the Administrator of General Services under section 112(a) of this Act identifies a need for new construction, the Secretary shall, subject to appropriations and on the basis of an application submitted in accordance with such requirements as the Secretary may prescribe by regulation, provide grants for such construction in accordance with this section.

"(b) In order to be eligible for a grant under this section, a tribally controlled community college (1) must be a current recipient of grants under section 105 or 107, and (2) must be accredited by a nationally recognized accrediting agency listed by the Secretary of Education pursuant to the last sentence of section 1201(a) of the Higher Education Act of 1965 (20 U.S.C. 1141(a)), except that such requirement may be waived if the Secretary determines that there is a reasonable expectation that such college will be fully accredited within eighteen months. In any case where such a waiver is granted, grants under this section shall be available only for planning and development of proposals for construction.

"(c)(1) Except as provided in paragraph (2), grants for construction under this section shall not exceed 80 per centum of the cost of such construction, except that no tribally controlled community college shall be required to expend more than $400,000 in fulfillment of the remaining 20 per centum. For the purpose of providing its required portion of the cost of such construction, a tribally controlled community college may use funds provided under the Act of November 2, 1921 (25 U.S.C. 13), popularly referred to as the Snyder Act.

"(2) The Secretary may waive, in whole or in part, the requirements of paragraph (1) in the case of any tribally controlled community college which demonstrates that neither such college nor the tribal government with which it is affiliated have sufficent resources to comply with such requirements. The Secretary shall base a decision on whether to grant such a waiver solely on the basis of the following factors: (A) tribal population; (B) potential student population; (C) educational attainment of tribal members; (D) the rate of unemployment among tribal members; (E) tribal financial resources; and (F) other factors alleged by the college to have a bearing on the availability of resources for compliance with the requirements of paragaph (1).

"(d) If, within twenty years after completion of construction of a facility which has been constructed in whole or in part with a grant made available under this section—

"(1) the applicant (or its successor in title or possession) ceases or fails to be a public or nonprofit institution, or

"(2) the facility ceases to be used as an academic facility, unless the Secretary determines that there is good cause for releasing the institution from this obligation,

the United States shall be entitled to recover from such applicant (or successor) an amount which bears to the value of the facility at the time the same ratio as the amount of the grant under this section bore to the cost of the facility constructed with the aid of such grant. Such value shall be determined by agreement of the parties or by action brought in the United States district court for the district in which such facility is located.

"(e) No construction assisted with funds under this section shall be used for religious worship or a sectarian activity or for a school or department of divinity.

"(f) For the purposes of this section, the Secretary shall have the authority granted to the Secretary of Education pursuant to section 732(b) of the Higher Education Act of

1965 (20 U.S.C. 1132d–l) with respect to construction under title VII of such Act.

"(g) For the purposes of this section—

"(1) the term 'construction' includes reconstruction or renovation (as such terms are defined in the first sentence of subparagraph (B) of section 742(2) of the Higher Education Act of 1965 (20 U.S.C. 1132e–1(2)(B))); and

"(2) the term 'academic facilities' has the meaning provided such term under section 742(1) of the Higher Education Act of 1965 (20 U.S.C. 1132e–l(1)).".

SEC. 13. The Act is further amended by adding at the end thereof the following new title:

"TITLE III—TRIBALLY CONTROLLED COMMUNITY COLLEGE ENDOWMENT PROGRAM

"PURPOSE

"SEC. 301. It is the purpose of this title to provide grants for the encouragement of endowment funds for the operation and improvement of tribally controlled community colleges.

"ESTABLISHMENT OF PROGRAM; PROGRAM AGREEMENTS

"SEC. 302. (a) From the amount appropriated pursuant to section 306, the Secretary shall establish a program of making endowment grants to tribally controlled community colleges which are current recipients of assistance under sec-

tion 107 of this Act or under section 3 of the Navajo Community College Act. No such college shall be ineligible for such a grant for a fiscal year by reason of the receipt of such a grant for a preceding fiscal year.

"(b) No grant for the establishment of an endowment fund by a tribally controlled community college shall be made unless such college enters into an agreement with the Secretary which—

"(1) provides for the establishment and maintenance of a trust fund at a federally insured banking or savings institution;

"(2) provides for the deposit in such trust fund of—

"(A) any Federal capital contributions made from funds appropriated under section 306;

"(B) a capital contribution by such college in an amount equal to the amount of each Federal capital contribution; and

"(C) any earnings of the funds so deposited;

"(3) provides that such funds will be deposited in such a manner as to insure the accumulation of interest thereon at a rate not less than that generally available for similar funds deposited at the same banking or savings institution for the same period or periods of time;

"(4) provides that, if at any time such college withdraws any capital contribution made by that college, an equal amount of Federal capital contribution shall be withdrawn and returned to the Secretary for reallocation to other colleges;

"(5) provides that no part of the net earnings of such trust fund will inure to the benefit of any private person; and

"(6) includes such other provisions as may be necessary to protect the financial interest of the United States and promote the purpose of this title and as are agreed to by the Secretary and the college, including a description of recordkeeping procedures for the expenditure of accumulated interest which will allow the Secretary to audit and monitor programs and activities conducted with such interest.

"USE OF FUNDS

"SEC. 303. Interest deposited, pursuant to section 302(b)(2)(C), in the trust fund of any tribally controlled community college may be periodically withdrawn and used, at the discretion of such college, to defray any expenses associated with the operation of such college, including expense of operations and maintenance, administration, academic and support personnel, community and student services programs, and technical assistance.

"COMPLIANCE WITH MATCHING REQUIREMENT

"SEC. 304. For the purpose of complying with the contribution requirement of section 302(b)(2)(B), a tribally controlled community college may use funds which are available from any private or tribal source or from funds made available pursuant to the Act of November 2, 1921, popularly referred to as the Snyder Act (25 U.S.C. 13).

"ALLOCATION OF FUNDS

"SEC. 305. (a) From the amount appropriated pursuant to section 306, the Secretary shall allocate to each tribally controlled community college which is eligible for an endowment grant under this title an amount for a Federal capital contribution equal to the amount which such college demonstrates has been placed within the control of, or irrevocably committed to the use of, the college and is available for deposit as a capital contribution of that college in accordance with section 302(b)(2)(B), except that the maximum amount which may be so allocated to any such college for any fiscal year shall not exceed $350,000.

"(b) If for any fiscal year the amount appropriated pursuant to section 306 is not sufficient to allocate to each tribally controlled community college an amount equal to the amount demonstrated by such college pursuant to subsection (a), then the amount of the allocation to each such college shall be ratably reduced.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 306. (a) There is authorized to be appropriated $5,000,000 for each of the fiscal years 1985, 1986, and 1987 to carry out this title.

"(b) Any funds appropriated pursuant to subsection (a) are authorized to remain available until expended.".

SEC. 14. (a) In promulgating any regulations to implement the amendments made by this Act, the Secretary of the Interior shall consult with tribally controlled community colleges.

(b) Any such regulations and any other regulations promulgated pursuant to the Act shall be subject to section 431 of the General Education Provisions Act, and the requirements of such section applicable to the Secretary of Education shall apply to the Secretary of the Interior with respect to such regulations.

Senator ANDREWS. Senator Burdick was unable to attend our hearing today because of a conflict in his schedule. I have his prepared statement which I will place in the record at this time.

[The statement follows:]

PREPARED STATEMENT OF QUENTIN N. BURDICK, A U.S. SENATOR FROM THE STATE OF NORTH DAKOTA

Today I would like to express my support for reauthorization of Public Law 95-471 providing Federal assistance to tribally controlled community colleges. North Dakota has four such colleges—Standing Rock Community College which serves the Standing Rock Reservation; Fort Berthold Community College which serves the Three Affiliated Tribes of North Dakota; Little Hoop Community College which serves the Fort Totten Sioux Reservation; and the Turtle Mountain Community College which serves the Turtle Mountain Band of Chippewas.

I am pleased with the success of these colleges and the significant contributions they are making towards Indian country's goal for self-determination. In addition to providing Associate of Arts Degrees and preparation for Baccalaureate level education and vocational training to meet individual tribal needs, these colleges serve Indian people in other ways. They are important in retaining and strengthening Indian cultures and providing community services and technical assistance to tribal members and their governments.

On my many visits with Indian people, I have had the opportunity to review first-hand these educational facilities. Indian leaders have actively involved these colleges in their plans to economically and socially improve reservation conditions. I would like to point out that some of these colleges existed before the advent of Federal funds because Indian people realized that without Indian expertise on the reservation they could not meet their goal of self-determination.

Education was a first priority because historically non-Indian institutions of higher education have proven inadequate to meet the needs of Indian people, mainly on reservations. Non-Indian institutions failed to understand the academic handicaps of Indian students whose primary and secondary education has been in reservation schools. Also, they were oblivious to the necessity of gearing their education efforts to Indian values and traditions. Without such considerations, many were unable to take advantage of these distant institutions and obtain necessary expertise to undertake the development of their own people and resources.

There is no doubt that passage of the Indian Community College Assistance Act of 1978 has been important in providing a stable financial base to expand their services and meet accreditation standards. I was pleased to have been invited by the Chairman of this Committee to cosponsor legislation to amend the Tribally Controlled Community College Assistance Act of 1978. Thank you for the opportunity to make this statement.

Senator ANDREWS. I have had personal experience with the Tribally Controlled Community Colleges Assistance Act with four Indian colleges in my home State of North Dakota. I welcome my friend, Wayne Stein, the president of the Standing Rock Community College, who is here to testify today for himself and the three other colleges in North Dakota; Fort Berthold Community College, Little Hoop Community College, and Turtle Mountain Community College.

I am of the opinion that tribally controlled community colleges are, and can continue to be, an integral part of reservation development by providing the specific education and training necessary for tribes to develop their human and natural resources. I look forward to working with the colleges to insure continual progress in the development of the schools which I believe are of vital importance in the development of reservation economies.

The first witness we will hear is the Deputy Assistant Secretary of the Interior for Indian Affairs, Mr. John Fritz, who, as I understand it, is accompanied by Dr. Gabe Paxton, who is the director of the Office of Indian Education Programs in the Bureau of Indian Affairs.

Will you come forward Mr. Fritz and Dr. Paxton, two good old friends? It seems that we have met on a number of occasions in this and many other rooms.

As you know, we would be more than happy to entertain your prepared statement in full, as though read in total. If you want to summarize it, the entire statement will be made a part of the record, and we will have a little more time for questions and to get to our panels.

STATEMENT OF JOHN FRITZ, DEPUTY ASSISTANT SECRETARY OF THE INTERIOR FOR INDIAN AFFAIRS, OPERATIONS DIVISION, ACCOMPANIED BY DR. GABE PAXTON, DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS

Mr. FRITZ. Mr. Chairman, because of the opposition to the enactment of the bill, I think that I should probably take us through the bill on a section-by-section basis with respect to the administration's opposition.

We wish to thank you for this opportunity to present our views on behalf of the administration on S. 2623, a bill to amend and extend the Tribally Controlled Community Colleges Assistance Act of 1978, and for other purposes.

As I indicated, this administration opposes enactment of the subject bill. Section 1 of the subject draft bill——

Senator ANDREWS. You can always come here and be against anything which is progressive. We thought you were on the wagon until 2 or 3 days ago, when you said, no. I assume this morning that you will offer some substitute which will be even better than what we are suggesting for the Indian people.

Mr. FRITZ. I think that what we are willing to offer is our assistance in working with the committee in a very timely fashion to examine necessary amendments to the bill.

Senator ANDREWS. In other words, you will come up with some recommended legislation.

Mr. FRITZ. I do not think that we are prepared to come up with recommended legislation, but we are prepared to work with members of the staff of the committee.

Senator ANDREWS. I am glad you are prepared to work with us, but on what? Is it on substitute legislation, on remedying the problem in the countryside, or what?

You are the most congenial bunch of nay-sayers I have ever run into.

Mr. FRITZ. We would be willing to work with you and the committee on amending or changing portions of the subject bill so that it would be more acceptable in the sight of the administration.

Senator ANDREWS. In looking at your testimony, I note that you oppose virtually every section of the bill. You do not like section 2. You do not like section 3. You do not like section 4. You point out what section 5 will do. You do not like section 6. You do not like section 7. You do not like section 8. You do not like section 9. Where is room for negotiation? You do not like section 10.

Mr. FRITZ. I think that some of them are only drafting questions or issues, which we have concerning either the expansion of the class of clientele—for example, in section 1—or adding a different method for counting Indian students who are enrolled in the colleges. Those

kinds of things are, I think, administrative details which can be worked out if we have an opportunity to sit down and discuss them.

Senator ANDREWS. Are your objections based on sound educational reasons, or are they simply based on budget considerations?

Mr. FRITZ. I think there is a portion of each.

Senator ANDREWS. What proportion would you candidly say goes to each?

Mr. FRITZ. Judging from the amount of money which would have to be spent on construction—we are so far behind in terms of our current backlog of construction for Bureau programs—it would have a significant impact. I would say that it would be slanted more toward budgetary matters than toward educational programs.

Senator ANDREWS. Therefore, we have now reached the point where you are objecting on the basis, not of education, but on it costing money.

Given the fact that you are opposed to it on budgetary grounds, what can the tribally controlled community colleges expect from the Federal Government in their efforts to provide education to tribal members in their home area?

Mr. FRITZ. From my perspective, we will try and work in conjunction with the Office of Indian Education Programs within the Bureau, so that we can enhance, if possible, the educational opportunities of students who choose——

Senator ANDREWS. I appreciate that. You are going to work with us on the committee, and you are going to work with the Office of Indian Education. Again, I say that you are the most conciliatory, nice guy I have ever run into, but let us get to the next point. Do you believe that the community college concept is a sound one for reservation areas?

Mr. FRITZ. Yes, I do.

Senator ANDREWS. How do we implement it?

Mr. FRITZ. I think that we implement it this way. I believe that the current law has approximately 2 years to go before it needs a reenactment or extension. At this point, I think, from what I have seen, that we have not done an adequate job of implementing the current law. I think that we need more time to get that on the ground. We are not necessarily providing appropriate reports to me or to Dr. Paxton. We do not have the appropriate interchange between the colleges and ourselves. Also, I think it even flows over into our interchange between Congress and us.

Senator ANDREWS. Let us get to the interchange between Congress and the Bureau of Indian Affairs. Section 106(e) of the law, as you know, requires the Secretary to report to Congress on January 15 of each year the current status of tribally controlled community colleges and his recommendations for needed action. How many such reports have been supplied to the Congress since the enactment of the statute?

Mr. FRITZ. To my knowledge—and I will have to defer to Dr. Paxton, although I do not know that he has that knowledge either—we submitted a report to the House Education Committee this year.

Senator ANDREWS. Did you submit it to the Select Committee on Indian Affairs?

Mr. FRITZ. I cannot answer that.

Senator ANDREWS. Do you think that there is some kind of osmosis which moves from that side of the dome to this side of the dome, or do

you think that this committee is a committee which does not have to have the reports submitted to it, or what? We are looking at the law and wondering where the recommendation is. We are in the dark. We are totally bereft of any mention from you or any knowledge imparted from you.

Mr. FRITZ. That is one of the problems which Dr. Paxton and I have to address. We find a number of reports which have gone unmet.

Senator ANDREWS. Before you leave, I will have one member of our staff give you the title and address of the committee so that, when you submit the reports next time, we may get a copy of it.

Inasmuch as you said that Dr. Paxton has been in charge of the reports, how many annual reports, other than the one on January 15 of this year, have you issued in prior years of the Congress?

Mr. PAXTON. To my knowledge, Mr. Chairman, in checking with our staff, there has been a slippage of not sending the reports to the committee.

Senator ANDREWS. Did you say slippage, or was it total overlookage?

Mr. PAXTON. I will certainly say that they have been overlooked.

Senator ANDREWS. How do you expect us to know, if we do not hear from the great white father in the ivory temple called the BIA?

Mr. PAXTON. I think that your criticism is acceptable, and we deserve it.

Senator ANDREWS. I suspect that we might have the submission of the report on how wonderfully the present program is going, but inasmuch as the Assistant Secretary has said that there is no need for any change in the law because the program is working so well, I begin to wonder about whether you are really all that proud of how well the program is working. I begin to think that, if you were all that proud, you would have submitted such a statement or that we would have had it up here. All we have from you are—in your testimony this morning—all of the reasons why you oppose the bill.

To the first question out of the box you say that things are working well, but then you say that you have to admit that you have not sent out the report specifying how well it is working.

Mr. FRITZ. I am looking at the time when Dr. Paxton and I have been on board. Dr. Paxton was there a short while before I came. Since that time, we have been trying to pick up details such as this and make sure that we do have an appropriate interface.

Senator ANDREWS. When you came on board, did the people who had been on board not speak to you or not fill you in on what had been going on, or did they not tell you——

Mr. FRITZ. They did not inform me to the extent that Dr. Paxton has informed me during the past several months.

Senator ANDREWS. Dr. Paxton, how long have you been working in the racket in which you are now involved?

Mr. PAXTON. I have been involved in education, sir, for over 30 years.

Senator ANDREWS. I am talking about education in the BIA.

Mr. PAXTON. I have been involved in education at BIA and at HEW as well.

Senator ANDREWS. Certainly, the continuity is there. You have been aware of the law. You have been aware of reporting to Congress. Therefore, the committee is not addressing two little innocents at the witness table.

Mr. PAXTON. I must say, Senator, that when this law was enacted, I was not in the BIA Washington offices. I was not grossly aware of the implications of this law. I have only become closely connected with it over the past 6 months.

We are extremely proud of our 18 tribally controlled community colleges, with 3,500 graduates since 1979. I am very well aware that there are 500 graduates—to be exact, 498 graduates—from the 4 schools in your State.

We are very much aware of the outcome. If I am not familiar with the law and its reporting requirements, it is simply because I was not grossly involved with implementing it after its enactments.

Senator ANDREWS. Let us then go another way in trying to get at the same information. In your opinion, what is the current status of the schools? What action is needed to improve them?

Mr. PAXTON. In my opinion, the current status is that they are operating well within the budget which has been appropriated for the junior colleges. They are doing extremely well. That is a judgment.

Senator ANDREWS. That is a judgment surrounded by a pretty heavy caveat. You are saying that, within the realm of the money appropriated, they are doing pretty well. That does not answer whether they are meeting the needs of the Indian young people who want to be educated.

How many people do you have knocking at the door wanting to get in?

Mr. PAXTON. I do not have those details.

Senator ANDREWS. Would that not be one of the key questions to answer? In other words, of the Indian high school graduates, how many are able to get into such an Indian community college if they want to stay close to their tribe and their native area? How many are dissuaded from going on with their educations, in fact, prohibited from going on with their educations, because there is not room enough in the colleges? Can you tell me whether the colleges are up to capacity or whether there are empty spaces in them?

Mr. PAXTON. We do have one of the reports. I do not know whether it has been submitted to the committee. It was prepared in 1979. We will make sure that the committee gets a copy of it. It included a survey of the facilities and their capacity at that time.

Senator ANDREWS. In other words, 3 years ago they were full.

Mr. PAXTON. I would not make that judgment.

Senator ANDREWS. This is now 1982. That is why I am so glad that we have people in the area with us here, not only my friend, Wayne Stein, but also my friend Richard La Framboise, who is the tribal chairman of the Pearl Mountain Reservation. I suppose they are the ones from whom we will find out.

Inasmuch as you have not submitted this information and you do not have information in your minds now about whether or not the colleges are doing the job insofar as those Indians desiring admission are able to be admitted; you do not know that?

Mr. PAXTON. No, sir.

Senator ANDREWS. That is a pretty key question.

As I understand the law, the colleges are to annually provide the Secretary with an accurate and detailed accounting of their operating and maintenance expenses and any other such information concerning costs which the Secretary may request. Have the colleges complied with the section? Does the Secretary have this information?

Mr. FRITZ. I do not.

Mr. PAXTON. My colleague, who is a specialist in tribally controlled community colleges, says that they have complied.

Senator ANDREWS. You do have this information. How then has the Secretary, whom you seem to have sheltered from this information because he just indicated that he did not have it, been able to use the information in determining his budget requests for tribal colleges?

Mr. PAXTON. My reply, honestly, has to be that we have not provided it to the Secretary. He has no basis to use it in his consideration.

Senator ANDREWS. In other words, the Secretary has been provided with none of this information which came in through the back door of your establishment. Therefore, he has had to prepare his budget request in the dark, so to speak.

Mr. FRITZ. I get the information on the basis of recommendations from the staff. Presumably, they take that into account. However, as to firsthand knowledge, you are absolutely correct.

Senator ANDREWS. Section 107(c)(2) of the present act also directs the Secretary to establish a data collection system for the purpose of obtaining accurate information with respect to the needs, costs of operation, and maintenance of the colleges, and that the Secretary shall report annually to the Congress on such needs. Do you have such a data system in place?

Mr. FRITZ. From what I understand, Senator, we do not have such a data system in place. The reason for it is that the population has been so small that it was not feasible to get it into the system which the Bureau uses currently for the management of data.

However, Mr. Lonefight, who is the specialist in the Office of Indian Education Programs for tribally controlled community colleges, indicates that we are now in the final process of developing a system for use on our own in-house computers.

Senator ANDREWS. That is great, 3 years into the act. You are beginning to develop the system to get the data which the act says is necessary.

Part of this, of course—let us all say this out loud—is not your fault. You are not doing any worse—unfortunately, you are not doing any better—than your predecessors did. At least you are not doing a whale of a lot better.

When we last passed the bill through the Senate, the House said, no. I do not remember how much specific help the BIA was to it before. In this reincarnation of the BIA, the one over which you have jurisdiction, you do not seem to be setting any great or wondrous track record.

Mr. FRITZ. We are attempting to address the problems. As you correctly pointed out, we may not be doing a whale of a lot better, or any better.

Senator ANDREWS. Except that you do not have any of the substantive answers. That is the thing which really bothers me. We have a new administration down there. It is yours and my administration, and I wonder how much it is mine. It is certainly yours. They have been in place for a year and a half, technically speaking, although they took a long time to put new folks on.

You would almost think that you would begin to make enough of an imprint so that you could come up and say that there is so much demand for such and such a type of educational service because of thus and so. This represents a wise investment.

As far as I am concerned, I have served in Congress for 20 years. I was on the old subcommittee of the Interior Committee on Indian Affairs, back when Jim Haley chaired it in the House over 20 years ago. Jim was one of the most compassionate men I have ever known. Jim and I had the privilege of going through reservations in North Dakota together. I was a very young and new Republican, and he was a very senior and dedicated chairman.

The concern which I have had since that time—it started with Jim Haley and my trip out there—is the fact that opportunity is the name of the game. Unless we give opportunity to our Indian people, we will have lost some of the greatest assets we have in these very, very innovative and fantastically bright people. The opportunity does not consist of sitting back and looking at them smugly or saying: "Young man or woman, we will give you a scholarship to go to Harvard." They might say they do not want to go East to go to Harvard.

However, if they have an opportunity to go to a community college, they will avail themselves of the opportunity of an education, and this Nation as a whole then can take advantage, if you will, of the well-educated, very bright individual.

It saves a whale of a lot of money over the long run. That concept stayed with me for a long time. We talked about community colleges and the need for them then. We started them since that time, in the last two decades, but we have let them sit there. We have not really nurtured them to the point where they can do the job which they should be doing.

A new administration comes in with a concern about budgetary problems. I am a member of the Budget Committee. I am also a member of the Appropriations Committee. However, the way I have always looked at that is, that there are some spending programs which are investments in the future of this country. Education, to my mind, is the investment type of program.

Figures, which I received back in the days when Ben Riefiel and I were doing pencil pushing on BIA, indicated that the Federal Government—if you want to put your green eyeshade on and get the accountant's glint in your eye and totally forget about people—that masterful manipulator of budgetary dollars, would gain $5 to $6 back for every dollar invested in Indian education.

Therefore, when you come here and say that 60 or 70 percent of your concern over community college expansion is on the budgetary side, it does not make much sense. Any time I can make an investment which will make a return of 6 or 7 to 1, I think it is a pretty good investment.

I thought that by now, 1½ years into your administration, you would be able to come here and say that you have looked at this and decided that we can do thus and so and that it will be innovative, better, and a significant shift. You do not have the innovative programs yet in hand, as I understand it.

Mr. FRITZ. I think that is a fair characterization.

Senator ANDREWS. On page 3 of your testimony, you explain your reasons for opposing section 8. That section requires the Secretary to leave unaltered a tribe's budget allocation or authority for funding its college under the Snyder Act. How is this different from how the Snyder Act works now under the band analysis under which tribes now participate?

Mr. FRITZ. In this instance, because of the fact that the language is such that we feel that it would be an interference with the Secretary's prerogative to totally define and defend his budget on behalf of the President in its developmental stages, it is different because it ties his hands to a priority-granting system under which we do not currently operate.

Senator ANDREWS. Has a tribe's decision to allocate Snyder Act funds to its college been altered in the past?

Mr. FRITZ. It has not been altered to my knowledge.

There are only three colleges, Senator, which utilize Snyder Act funding.

Senator ANDREWS. How do you and the BIA operate?

Mr. FRITZ. Do you mean with respect to priority setting?

Senator ANDREWS. That is right.

Mr. FRITZ. The priorities are banded at the agency and tribal level. They are brought through the system into Washington, at which point they are combined into the tribe's or agency's budget. They then are put into our budget process.

I will have to ask Mr. Reeser about that because I do not know what the answer is.

Senator ANDREWS. How does the system in our bill differ from what you are talking about?

Mr. FRITZ. My reading of the bill—let me get the appropriate language—is that the Secretary shall not alter the priorities or the budget allocations made by an Indian tribe which operates a tribally controlled community college if such tribe identifies an allocation for that college from appropriations authorized by the act of November 2, 1921, in other words, the Snyder Act.

Senator ANDREWS. In other words, we leave control in the hands of the tribe.

Mr. FRITZ. That is absolutely correct. There could be no shift between the tribe, once it comes out of the college and gets into the tribal priority system. Then, there would be no shift of funds, even within the tribal priority, in case there had to be a reduction.

Senator ANDREWS. Given today's testimony so far, you can see the wisdom of that provision in our bill. Five will get you 10 that the tribes do not know what they will do with it or what the need is.

Mr. FRITZ. I understand what you are saying. The problem I see is this. If we have to take an across-the-board reduction, then other programs within the tribal priority system will be affected. Whereas, this one would not.

Senator ANDREWS. That is true, but then we may have to find a way of handling some of the other programs. Once the tribe has said that this is a declaration of priority, because they feel it is—if you believe in government by your peers, then who should you believe more than the elected tribal leaders or the elected tribal school board, or whatever there is out there.

On page 4 of your testimony you oppose the forward funding provisions of our bill and indicate that you believe that other alternative should be fully examined. That is a reasonable statement, except that you do not say what the reasonable alternatives are.

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It seems to me that we have only two alternatives left, both of which are undesirable. They are: No. 1, keeping the present system of current year funding; or, No. 2, no funding of any kind. Have you some other program up your sleeve of which I am not aware?

Mr. FRITZ. No. I think that what we were looking at is the utilization of the present system of funding. The reason for that is that, in case budget constraints require a downward turn of dollars which are available throughout the government, then what will happen is that these programs, given the language which is currently in the bill, would require that they be fully funded. Under these circumstances, the other programs would experience an inequitable reduction.

Senator ANDREWS. Educational programs at the Department of Education are forward funded to provide educational institutions with advice on allotments or actual allocations of funding in advance of the beginning of a school year. This affords such institutions with planning time and ability and serves to foster a smoother operation of their educational program. It sends a signal out to the prospective student as to what will be there.

Why has the Bureau of Indian Affairs resisted changing to what other educators consider to be a much better form of funding and a very necessary form of funding? How come you are hamstringing the BIA colleges and not adopting the system which other systems of this Government use to handle college funding?

Mr. FRITZ. We are concerned about locking in a fixed item within a budget before we understand exactly how much money we will be allocated in the departmental budgetary process.

Senator ANDREWS. Mr. Secretary, you are a nice guy, but Dave Stockman has you totally hogtied. Every time you turn around and ask the question: Why can we not run the Indian colleges on the same basis as we run the white man's colleges, you come up with an answer like this. "We have been convinced that we do not want to get tied into any budgetary thing."

I do not think that you are the kind of guy who keeps wanting to put the almighty dollar ahead of individuals, but that is the way you sound.

Mr. FRITZ. I do not think that the characterization is correct if you mean that we are not advocating programs which could be utilized by and meaningful to Indians, Indian tribes, and Indian organizations across the country. I think we have done a good job of advocating on behalf of American Indians and Alaskan Natives with the programs. We have continued to get budgetary approval, at least, both within the Department and within the administration overall, for increases.

Senator ANDREWS. There is the attitude: Honey, I love you. Let us get married for a year. What kind of a proposal would that be? I do not think any church would sanction it for very long. That is in essence what you are asking for, and it does not work.

Mr. FRITZ. In this day and age, it might be the standard as opposed to the exception.

Senator ANDREWS. Let us not do it with anything as important as education.

Mr. FRITZ. I understand exactly what you are saying. Our major concern is that the tribes not get locked into the budget process on behalf of education to the detriment of other programs which they

may have. All this does is to put it onto their priority system. If it is locked in by this bill, then what will happen will be that their other priorities will be unfairly——

Senator ANDREWS. Mr. Secretary, continuity is very important. If you cannot count on the continuity of an education program, you do not have much of an education program.

We have already established, and you have agreed, that the education program is one of the most important programs in our relationship with the Indian people of this country. You agree with me on all of the important things, but then you get to the gut questions, and it is almost as though someone over at the Office of Management and Budget has written out some stuff to which you have to stick, and you take leave of your own good judgment and your basic and natural human concerns. You go flying off on the almighty dollar tangent. It does not make sense, either from the standpoint of saving a dollar or getting an educational system in place.

Mr. FRITZ. I think you have to balance the need for education with other social service programs; such as housing, social welfare programs, and all of the other services which are provided by the Federal Government's dollars through the Bureau of Indian Affairs to the tribe in which they ultimately band in their priority setting process.

I do not want to tie the tribal leaders' hands through one act because then what will happen is that other people will come in and tie their hands through other acts.

Senator ANDREWS. Mr. Secretary, I salute you in your concern for the tribal leaders, but let me run this one by you. Why is it that every tribe has come here and testified in favor of the bill. Is there something about it which has not penetrated, as we said the other day, to the bowels of the BIA where you come up with the types of decision which you do come up with down there? Out in the country, as I understand it, every single tribal group has said that this is a very necessary bill and a bill which they want.

Now we have the Assistant Secretary sitting before us and saying that he is concerned about the tribal leaders. Therefore, he is concerned about tying their hands, and he has to object to the bill.

Mr. FRITZ. I think that the concept is not only terribly important to the tribal leaders and obviously to the fine people who work in the tribally controlled community college system across the country, but it is also a terribly important concept to us.

What has not been brought out and brought home to the tribal leaders necessarily is the fact that the nuances of the law could have a negative implication when it comes down to their freedom and flexibility to develop and sustain a priority-setting budget system. That kind of thing has not been brought home to them.

Senator ANDREWS. The Federal Government has previously provided construction funds, as you know, to State-operated colleges and universities, that is, to virtually every State in this Nation. Yet, the Department of the Interior in opposing section 12, indicates its belief that tribal governments should build and provide all facilities for their colleges. How many tribes have the necessary resources to construct the new facilities or to renovate facilities to house a community college without Federal assistance? How do you sit back in your

BIA offices and say that the tribes have more money than the State governments have, which we have decided that we must help to provide education?

I have seen a few State governments, and I have seen a few tribal governments. It seems to me that there is more money available to the State governments than there is to the tribal governments, unless I have been on the wrong Indian reservations over the last 20 years.

Mr. FRITZ. I think that there is obviously more money. I agree with you on that.

Senator ANDREWS. How many tribes have the necessary resources to construct the new facilities? Do you have any estimates of the average capital outlays necessary to construct a community college facility in a remote reservation area?

Mr. FRITZ. I do not, and I do not think that Dr. Paxton has it currently.

Senator ANDREWS. If you do not have the capital outlay, how can you sit back and say that the tribes can do it?

Have you ever visited a tribally controlled community college?

Mr. FRITZ. Yes. I did several years ago.

Senator ANDREWS. Did you see the educational program offered and survey the facilities?

Mr. FRITZ. Yes.

Senator ANDREWS. What were your impressions?

Mr. FRITZ. I was impressed by the program.

Senator ANDREWS. Do you think it is a good program and a necessary program?

Mr. FRITZ. Yes.

Senator ANDREWS. I must say, Mr. Secretary, that I must salute you. Your heart is in the right place. Someone is just putting the wrong figures into your head when you come down here. I do not know how we will get this testimony turned around.

Time after time, when I have chaired committees, whether it is on this subject or elementary and secondary education, or whatever other issue it may be, you could not agree with me more. However, the misinformation which you have been given and the lack of information you exhibit from your staff people is horrendous.

If I were you, I would put on a pair of pointed cowboy boots and kick some sense into some of the bureaucrats down there. They are not doing a good job for you, and they are not doing a good job for the Indian people of this country by not providing you with the kind of information which will back up the questions which they put together in the testimony which you bring before our committees. I hope you can go back and get that corrected.

We appreciate your coming here. As I say, it is always good to see you. I could not know a more delightful guy with more wrong answers in front of the committee.

Mr. FRITZ. We thank you for the opportunity to appear, and I will be looking for cowboy boots.

Senator ANDREWS. I think you ought to use them. I know the tribes. I know that you are a bit isolated, but if you talk to a few of the tribal council members and people on the reservations, they will tell you the kind of boots to get to give a good swift kick. Half a dozen kicks may

do you a good deal more good than anything you may have tried over the last few months. If we go through this cycle again, you will have the information you ought to have.

Thank you very much.

Mr. FRITZ. Thank you very much, Senator.

Senator ANDREWS. Your prepared statement will be made a part of the record at this point.

[The statement follows:]

PREPARED STATEMENT OF JOHN FRITZ, DEPUTY ASSISTANT SECRETARY FOR INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR

Mr. Chairman, thank you for the opportunity to present the views of the Administration on S. 2623, a bill "To amend and extend the Tribally Controlled Community College Assistance Act of 1978, and for other purposes."

We oppose enactment of the subject bill.

Section 1 of the subject draft bill would amend the "Definitions" section of the Tribally Controlled Community College Assistance Act of 1978 (92 Stat. 1325; 25 U.S.C. 1801) by altering the definition of "Indian"; clarifying the role of the Secretary of the Interior in determining satisfactory progress toward accreditation by a college; and adding a new paragraph (7) containing a method for the counting of Indian students.

We understand that the amendment would not result in any change in the population served by the Bureau under the 1978 Act. In view of this and the fact that we have no problems with the definition as it is, we oppose any amendment.

We strongly oppose section 2. It would amend section 101 of the Act to emphasize that the support of tribal community colleges is a part of the Federal trust responsibility. We do not think Indian education should be characterized as trust responsibility. There is no question that the Federal Government has undertaken to provide educational services and assistance for many Indian students. However, this undertaking stems from the political relationship of Indian tribes with the Federal Government. The political or government-to-government relationship gives rise to several social service programs that are critical to the well-being of Indian tribes; education is one of these programs.

Section 2 would also provide that grants could be used for improvement and expansion of physical facilities. We do not currently provide funds for improvement or expansion of physical facilities of the colleges. Funds provided through the Bureau are for program support only. We do not support broadening those limits.

Section 3 would amend section 102 of the Act to make grants authorized under the Act subject to amounts appropriated and would allow a recipient college to determine for which purposes the grants would be spent. Allowing the college to do so could result in the unrestricted use of funds. That could result in loss of cost-efficiency, therefore, we believe that their use should be limited to academic and related administrative and operational costs. We oppose this section.

Section 4 would provide for planning grants to be made to tribes and tribal entities for the purpose of developing proposals for establishment of tribally controlled community colleges or to determine the need and potential for such colleges. Such grants would not exceed five each year in the amount of $15,000 each. In light of the Administration's efforts to decrease Federal spending, we cannot support a request for the additional funds this section would require.

Further, we believe that it is likely a tribe which is interested in such planning could provide $15,000 for planning from its funds.

Section 5 would limit recipients of technical assistance grants to those colleges already receiving funds under the Act.

Section 6 would redesignate "feasibility" studies under the Act as "eligibility" studies, and would decrease the amount of funds for such studies from 10 percent to 5 percent of the funds appropriated to carry out the current section 106 of the Act. We see no reason for mere semantic changes in the wording of the current law. Therefore, we do not support this section.

Section 7 would gradually increase the amount of grants to colleges which would be payable at full funding based upon the student count multiplied by specific amounts. We understand that these figures reflect projected inflation-

caused increases in the education sector as set forth by the Congressional Budget Office. Actual funding has been less than the current $4,000, and it is possible that future reductions in the Federal budget could result in lower amounts of funding than would be imposed by these terms. We oppose this section.

Section 8 would amend the redesignated section 109 by providing that tribally-approved funding priorities could not be arbitrarily changed by the Secretary. This would permit tribes to supplement the grants under the 1978 Act, but would require shifting of funds from other BIA-funded programs of the tribe. This could be interpreted as overriding the Secretary's authority in proposals submitted for consideration during the development of the President's budget. Therefore, we oppose this section.

Section 8 would also provide that for purposes of section 312(2)(A)(i) and 32(a)(2)(A)(i) of the Higher Education Act of 1965, BIA student grants would be equivalent to Pell grants of title IV of the 1965 Act.

Section 9 would extend the authorization for appropriations under the Act through fiscal years 1985, 1986, and 1987 and would provide for authorization of funds necessary to carry out the studies of facilities needs under the redesignated section 113. Section 9 would also provide for advance appropriations to carry out the Act. We are strongly opposed to this form of funding and believe that other alternatives should be fully examined.

Section 10 would amend section 111(a) of the Act to prevent funding of any newly qualified colleges if it would result in reducing the per capita amount received by the previously funded colleges to an amount less than they received in the previous year. If enacted, this section could result in the virtual "lock out" of funding for any newly qualified colleges by limiting funding to only those colleges already receiving support under the Act. We believe this is unfair and we oppose the provision. We would prefer exploring the possibility of funding on a performance basis.

Section 11 would provide that the Administrator of the General Services Administration would study the facilities of tribally controlled community colleges to identify the need for new construction, remodeling, repair, alteration and reconstruction necessary to comply with local building codes. We understand that the GSA opposes this provision and we support their position.

Section 12 of the Act would amend the redesignated section 113 of the Act to allow the Secretary to provide construction grants to those colleges where facilities are deemed to be in need of new construction by the Administrator of the General Services Administration. It also sets forth the criteria to be met by colleges applying for such grants. We oppose this provision because we do not believe that such funding is appropriate in this time of need for fiscal restraint. Further, we believe that the provision of facilities is the appropriate responsibility of the tribal governments involved.

Section 13 would amend the act by adding a new title III which would provide for an endowment program for the colleges. Funding would be provided by endowment grants from the $5 million to be appropriated to carry out the terms of title III for the fiscal years 1985, 1986, and 1987. There would also be required a matching contribution from the college. Snyder Act (25 U.S.C. 13) funds could be used for this purpose. This funding arrangement could result in an endowment consisting entirely of Federal funds. We do not believe that such a program is appropriate in this time of need for Federal fiscal restraint.

Section 14 would provide that the Secretary shall consult with tribally controlled community colleges during the promulgation of new regulations to implement the amendments specified in the subject draft bill. It would also incorporate by reference a provision of law including a legislative veto procedure. This latter provision may raise constitutional issues pertaining to legislative veto devices. Accordingly, we defer to the views of the Department of Justice on this section and we suggest that the Committee consult with the Department.

Although we have noted our strong objections to the subject bill, I believe I can safely say that we agree with this Committee that the Tribally Controlled Community Colleges are an important resource to the Indian tribes of this Nation. However, we believe the matter deserves further study.

Mr. Chairman, this concludes my prepared statement. I would be happy to answer any questions you or members of the Committee may have.

Senator ANDREWS. Our next group of witnesses is a panel composed of Leroy Clifford, John Steele, Elgin Badwound, Dr. Joseph Mc-

Donald, Don Chalmers, Wayne Stein, Richard LaFramboise, and Francine Hall. Will you come to the witness table?

Gentlemen and lady, let me be a bit arbitrary. I know you will understand why the first witness I would like to call on the panel is Wayne Stein who, I understand, is speaking on behalf of the tribally controlled community colleges located within the State of North Dakota which is somewhat close and dear to my heart.

Will you begin? Let me assure you, Wayne, that your testimony will be included in full in the record. You can summarize it in any way you may want.

STATEMENT OF WAYNE J. STEIN, PRESIDENT, STANDING ROCK COMMUNITY COLLEGE

Mr. STEIN. Thank you, Senator Andrews.

My name is Wayne Stein. I represent Standing Rock Community College, which is in North and South Dakota. I also represent Little Hoop Community College, Fort Berthold Community College, and Turtle Mountain Community College.

I thank this committee for the opportunity to share my belief that the Tribally Controlled Community College Assistance Act should be reauthorized. This morning I would like to demonstrate the positive effects which Public Law 471 has had on the tribally controlled community colleges of North Dakota.

With me today is Mr. Richard LaFramboise, to my left, who is the newly elected tribal chairman of the Chippewa tribe. Assisting me with the charts on my right will be Francine Hall, who is a board member of the Cheyenne River Sioux tribe.

Senator ANDREWS. Let me interrupt you, Wayne, for just a moment because I would like to get a question asked of Mr. LaFramboise as well as of John Steele. Everyone else on the panel has to do with education. These two are tribal leaders.

Chairman LaFramboise, how many of your people would like to go to a community college and cannot because there is not room?

STATEMENT OF RICHARD LaFRAMBOISE, CHAIRMAN, CHIPPEWA TRIBE

Mr. LAFRAMBOISE. Senator, last year there were 845 collegeable students at the Turtle Mountain Indian Reservation. We had an enrollment at the Turtle Mountain Community College of 245. We estimate, in the helping of the Bureau of Indian Affairs as to the college students, 400 students were helped. We had 400 and some students who were not helped in any manner insofar as their attendance at any college in this country is concerned.

Senator ANDREWS. Were the funds not available to them to go to some other college, or was there simply the feeling that they did not want to go that far away from their reservation, their family, and their home?

Mr. LAFRAMBOISE. Senator, the facts and figures which will be presented by Mr. Stein show by a success rate that something like 72 percent of our graduates have actually been dropouts from other col-

leges. We do have students at the community college who are successes. He will point that out.

Senator ANDREWS. In other words, 2 years in the community college equips the young student to go on and complete 2 years in a 4-year college.

Mr. LAFRAMBOISE. That is correct, sir.

Senator ANDREWS. It is a very necessary prelude to going on, and the students who would go to a 4-year college far removed from the reservation, without the interface with the community and friends, have a high dropout rate.

Mr. LAFRAMBOISE. That is very correct.

I think that the bureaucrats have difficulty identifying what an Indian is. I am very proud to say that I am an Indian. I was raised on the Turtle Mountain Reservation and went away to school. I graduated from the same law school which your daughter attended.

Senator ANDREWS. I must say that she graduated too.

Mr. LAFRAMBOISE. We came from different cultures. You come from a farming area.

Senator ANDREWS. Farming gets pretty battered around in North Dakota from time to time, as you well know. Life on the reservation is a pretty battered life, too.

Mr. LAFRAMBOISE. That is one of the reasons why we wear those cowboy boots.

Senator ANDREWS. That is right.

Mr. LAFRAMBOISE. The cultural differences are there. If you sit on a chair and look down, many times you do not see what is under it. We, coming up from the reservation, see that people have a hard time there.

We are very family oriented. To tear us away from our families at the age of 18 to send us off to colleges, given the attitudes we seem to have—Indian psychologists can verify those kinds of things.

Senator ANDREWS. That reminds me of your reservation. Where we have been able to find job opportunities, such as the Williaim Langer Jewel bearing plant in Rolla which hires from your reservation, the families which have a member working in the plant are the ones who are able to have their homes painted, their yards tended to, and all the rest.

The challenge we have is to provide the job opportunities on or near the reservation. The same thing, as I understand it, holds true of educational opportunities. We should provide those on or near the reservation so that we can prepare a young man or woman to go on to complete the education which he or she may be able to complete.

Mr. LAFRAMBOISE. That is correct. The Turtle Mountain, for as long as I can remember, has had education as their No. 1 priority.

As to the comments of the Secretary concerning the different budgetary areas involved in education on our reservation, we have found—I am myself a past instructor at the Turtle Mountain Community College and a past instructor at Central Michigan University, the University of Nebraska, and Southeastern Nebraska University. The students there are no different. They may have a slower startup, but at the end of the year, where I have been an instructor, I have found that my students all have the same range of success in terms of grades and knowledge.

We at Turtle Mountain have recently been accredited by the North Central Accreditation System of Colleges. It includes colleges throughout the 10-State area. I believe that, if the Bureau needs some statistics, they should check with North Central Accreditation. They accredited our college and, I believe, a few of the others in the area. They have had exit and entrance interviews with faculty and with students. They have found that our system is a successful system.

There is one thing. When we program for moneys each year—In this year of budget constraints, we were notified that our FTE had been dropped from $2,850 to $2,500 per student. It was somewhat appalling to us inasmuch as approximately $4,000 per student in past years has been presented to Congress as the FTE for our students.

As a tribal member and the tribal chairman of the Turtle Mountain tribe, when I rank education on my band analysis to the Bureau, I am telling the Bureau that education is my number one priority. I cannot uderstand why, all of a sudden, I have to come here to Washington, D.C., to talk to the Department of Education. Then, they say that the decision was made up in the computer room; that is, concerning the determination of the number of people on our reservation.

I believe that some of the advice and comments you gave earlier, Senator, should be taken by some of the people who have been working in the program with figures for so long that they cannot understand people.

Senator ANDREWS. Let us hope that we can get that done.

Mr. Chairman, you provide an outstanding example of just what we have been talking about for the last hour because you represent the talent which had the educational ability. You used the education to enhance your talent. You made your way through life far away from the reservation, but then you came home to serve your people with the added education that you had gained. That is the great goal which we see in these programs.

I hope more people can become aware of the potential which is there and the need to utilize that potential just as you have done. We are proud of what you have done. It is what we want to make available to more and more of the people in North Dakota.

We have here from the Oglala Sioux' tribal council John Steele. John, representing a tribal council, do you feel essentially the same way?

STATEMENT OF JOHN STEELE, VICE CHAIRMAN, OGLALA SIOUX TRIBAL COUNCIL

Mr. STEELE. Senator, my name is John Steele. I am vice chairman of the Oglala Sioux Tribe. I have been on the tribal council for the past 4 years on the finance committee.

In the band analysis each year, in our work with the local agency bureau, the tribe has always ranked education as the number one priority.

We seem to get into discussions with the local agency as to just what priorities the tribe should have. This year, in computing the package for the band analysis for fiscal year 1984, the tribe and the local agency have varied very greatly on what the package should be. Each of us has submitted a package, and we have appealed it. We have not been listened to on that level in terms of the band analysis.

Education is a priority with the tribe. I am a student of the Oglala Sioux Community College, that is, I am a former student. I am not one right now.

Over 50 percent of our tribal leaders now attend the Oglala Sioux Community College. It is very beneficial. Our past treasurer went on to get his 4-year degree in business. This enabled him to become the treasurer.

Our mental health director went on to get his masters degree, and the community college enabled him to do that.

This is a period in which the community college is very young. We need the bill reauthorized. We need the proposed amendments to it to enable our college to give our people a better education and to help our people toward self-sufficiency and self-determination.

Senator ANDREWS. Wayne, I appreciate your understanding. The reason for my digression away from education to the two tribal leaders who are here was this. During part of the exchange I had with the Secretary this morning, as you heard, he questioned whether we really want to place so much emphasis. et cetera. on education. To make this hearing record complete, inasmuch as we have the opportunity of having two elected tribal leaders here, I wanted to find out from you just whether or not you felt the way I thought you did.

I learned 18 or 20 years ago, when I started out in Congress—a chairman, John Rooney, who was a Brooklyn district attorney before he came to Congress, was extremely hard nosed. In fact, he gave me a trial period of 6 months before he would let me be on his subcommittee, the one which funded the State Department, the Justice Department. and a bunch of others.

John Rooney always said: "Mark, as long as you serve on this subcommittee, make damn sure that you do not ask the question unless you know the answer to it beforehand." I was fairly sure that I knew the answer to this one, but I felt it was extremely important for the record to have established that it is not just those Indian people working in education who feel a priority should be given to education. It is extremely important to the tribal leaders, and they feel solidly that they want emphasis to be given to the education of their people. You both said that very solidly. That record gives us a good deal to go on.

If I may, I would like to turn back to you, Wayne, to give your presentation.

I welcome Senator Melcher here. In this business, when you are on as many committees as Senator Melcher and I are, we have what is known as the revolving chair technique. One fills in for the other.

I have had a food stamp markup, as Senator Melcher has, going on in another room. He has been filling in because my proxy goes with him. We vote alike, even though we are on opposite sides of the aisle.

Now I will have to go on to the food stamp hearing and/or a budget hearing, while he continues the questioning here.

Senator Melcher.

Senator MELCHER (acting chairman). Mr. Stein, will you please proceed.

STATEMENT OF WAYNE J. STEIN, Continued

Mr. STEIN. Thank you, Senator Andrews for listening to us today. Hello. Senator Melcher.

Today, I had a series of charts which I wanted to show the Senate select committee. I think I will skip over that. The charts are in the

testimony which has been presented to the committee. I realize that we are running out of time. The charts are self-explanatory.

I would like to skip to another part of my testimony which, I think, is very important and very vital. That is a followup on graduates. The reason why I say that is because, every time I come to a hearing or deal with the Bureau of Indian Affairs or other higher education folks, they want to know what is happening to our students, who go to the tribally controlled community colleges, and they want to know about the quality of our education.

I requested of my fellow presidents in North Dakota their followup information on graduates. I would like to briefly run through some of them.

I would also like to point out that most of these students had attended a 4-year institution away from the reservation and failed or dropped out for some reason. In 1980 we did a study which showed that 81 percent of the graduates of Standing Rock Community College were employed. That is on a reservation which had 90 percent unemployment this spring. That is an incredible figure when you think about it.

Of the 72 graduates, 31 are now teachers, teaching Indian children somewhere in the educational system. Four are working as educational administrators. These are people who went on to their 4-year degrees, masters degrees, and doctorates. Seven are associates pursuing bachelors degrees.

Seven others are working as nurses. One has just completed her bachelor of science program for a registered nurse. Five are currently in tribal or BIA management positions, including Indian health, natural resources, and range management. Eight are currently pursuing graduate studies, either full time or in addition to their teaching duties.

Of the remaining 18 graduates, 2 hold secretarial positions; 4 are employed as bookkeepers and admininstrative assistants; 3 are working in business; 2 are ministers; 1 is a tribal council person; 5 are pursuing advanced studies in specialized areas; and one is a Peace Corps volunteer in the Philippines.

With that, I would like to look at what Fort Berthold's graduates are doing. Of its 32 graduates, 12 will receive associate of arts degrees in social sciences and education; 2 students are in the process of getting their bachelors degrees in nursing; 27 are employed in tribal programs; and 4 LPN's recently took their nursing examinations and passed.

I will turn now to Turtle Mountain Community College. Of the 43 responses out of the 60 they surveyed, 26 former graduates went on to complete their bachelors degrees at 4-year institutions in North Dakota and nearby States. Two have earned their masters degrees. All are employed. One is self-employed. Six are employed by the Bureau of Indian Affairs of the U.S. Government. One is an ordained priest, and one works for the local hospital.

I think, with that kind of data, there is no question of the quality of the education being given in the four community colleges in North Dakota and our sister colleges in Montana, South Dakota, Arizona, California, Washington, and Nebraska.

I would now like to go into two other areas which we need to pursue. They are amendments to our reauthorized bill. They are the con-

struction needs. Of the four schools in North Dakota, Fort Berthold, and Standing Rock Community College have exactly the same needs. We serve extremely isolated and distant communities on our reservation. We need to develop a delivery system to the communities. I guess that it would increase our enrollment by 50 to 60 percent if we could get the courses to those students. The problem is that they are so isolated.

Turtle Mountain Community College has a very condensed population. It needs a modernized facility to serve that student body. I suspect that their enrollment would increase dramatically.

Little Hoop's needs are less well known. It is the youngest of our schools and the smallest of our schools. It is in the process of developing.

I might point out that the North Central Accreditation Association has assayed a need for construction. We need to improve our facilities to improve the quality of the education we are delivering.

The next and final point I would like to make is this. It concerns the amendment added by the House, that is, the endowment language which is now in the bill. Another reoccurring concern of the accreditation teams from North Central was that we are too dependent on the Federal dollar. They felt that we had to develop outside sources of income. The only way to do that is to go to the endowment, fundraising route.

Our relationship with the State is that they consider us private community colleges, and we cannot use State money to fund our students. The schools I have talked to here, in South Dakota, and in Montana are very involved in trying to set up an endowment structure. We need to pursue that.

If we were to get a match of our funds from the Federal Government, it would really improve our ability to raise private and tribal funds for an endowment structure.

With that, Senator Melcher, I would like to conclude my testimony and await questions. Thank you.

Senator MELCHER. Thank you very much.

Without objection, your compete testimony will be made a part of the record at this point.

[The statement follows. Testimony resumes on p. 48.]

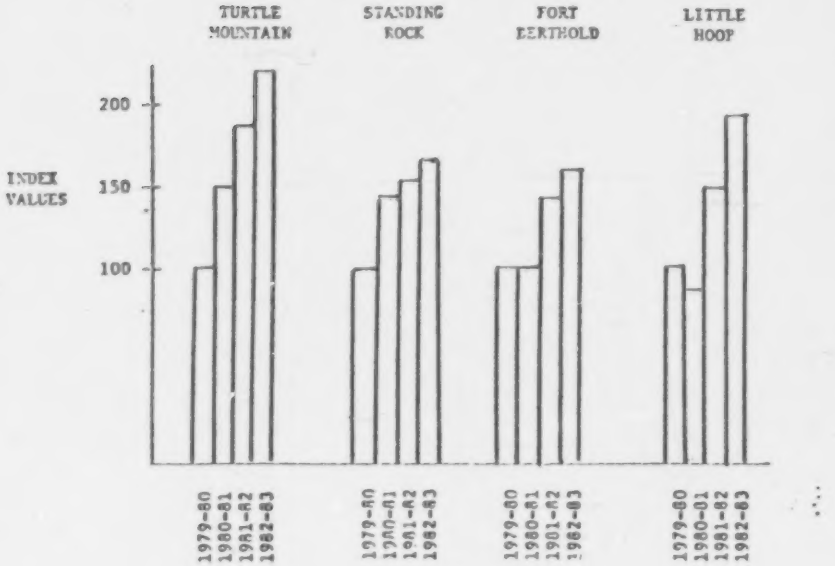
TESTIMONY FOR THE TRIBALLY CONTROLLED COLLEGES OF NORTH DAKOTA: STANDING ROCK COMMUNITY COLLEGE, LITTLE HOOP COMMUNITY COLLEGE, FORT BERTHOLD COMMUNITY COLLEGE, TURTLE MOUNTAIN COMMUNITY COLLEGE, PRESENTED BY WAYNE J. STEIN, PRESIDENT, STANDING ROCK COMMUNITY COLLEGE

Mr. Chairman and distinguished members of the Committee, my name is Wayne J. Stein. I am the president of the Standing Rock Community College which serves the Standing Rock Sioux Tribe of North and South Dakota. Today I am speaking on behalf of the Tribally Controlled Community Colleges located within the State of North Dakota. There are four of them—Standing Rock Community College; Fort Berthold Community College which serves the Three Affiliated Tribes of North Dakota; Little Hoop Community College which serves the Fort Totten Sioux Reservation; and the Turtle Mountain Community College which serves the Turtle Mountain Chippewa of North Dakota. I thank the Committee for this opportunity to share my belief that the Tribally Controlled Community College Assistance Act should be reauthorized. Since fiscal year 1980, the first year for which Public Law 95-471 funds were received, the North Dakota Tribal Colleges have visibly improved in all areas of operation.

This morning, I hope to demonstrate our successes and overall development to the Committee. The first part of this testimony will focus on statistical information relevant to the four colleges. In the second part, I will share graduate follow-up information and then conclude with a statement on the need for construction.

Later, Mr. Allen White Lightning, President of the Standing Rock Community College Board of Trustees and a Tribal Councilman, will speak on behalf of the Standing Rock Sioux Tribal Chairman, Mr. Pat McLaughlin.

FULL TIME EQUIVALENT INDIAN STUDENTS IN
NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES
FOR 1979-80, THROUGH 1981-82, AND PROJECTED FOR 1982-83 EXPRESSED
AS PROPORTIONS OF THE 1979-80 ENROLLMENT
(BASE YEAR 1979-80-INDEX VALUE OF 100)



* 1982-83 ARE PROJECTIONS

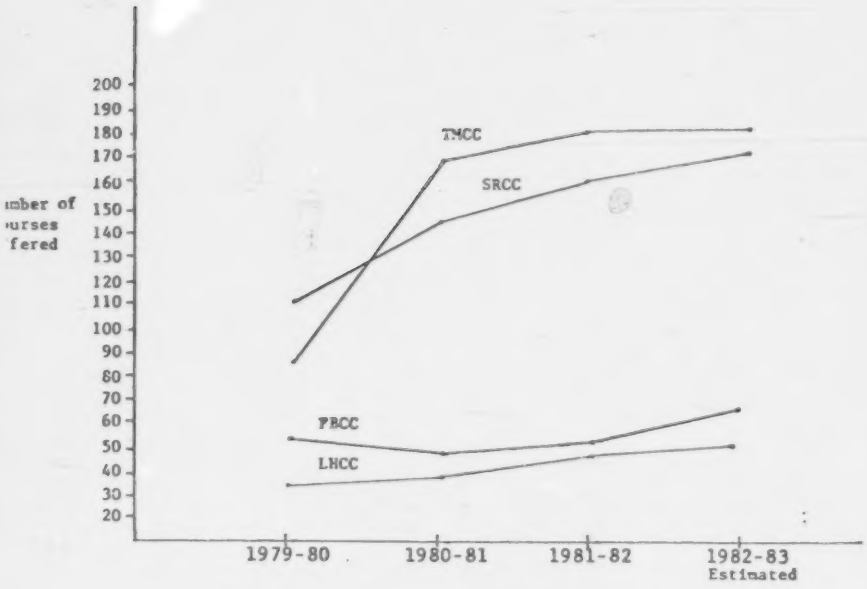
EXPLANATION OF GRAPH

	TMCC		SRCC		FBCC		LHCC	
	FTE	INDEX	FTE	INDEX	FTE	INDEX	FTE	INDEX
1979-80	106	(100	111	(100)	38	(100)	24	(100)
1980-81	159	(150)	146	(131)	38	(100)	21	(88)
1981-82	201	(190)	159	(159)	55	(145)	36	(150)
1982-83	220	(208)	170	(153)	60	(150)	45	(188)

For the purpose of presenting the data in graph form the raw enrollments (FTE) were changed to index numbers. Regardless of the enrollment numbers reported for each college, the number given for 1979-80 equals 100%. All of the other index figures are expressions based on the 100 figure.

The graph shows the base year as having no impact because the college received no funds until the academic year was complete. Overall the graph shows steady growth for each tribal college.

NUMBER OF COURSES OFFERED BY THE FOUR NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES FOR 1979-80/1981-82 AND ESTIMATED FOR 1982-83

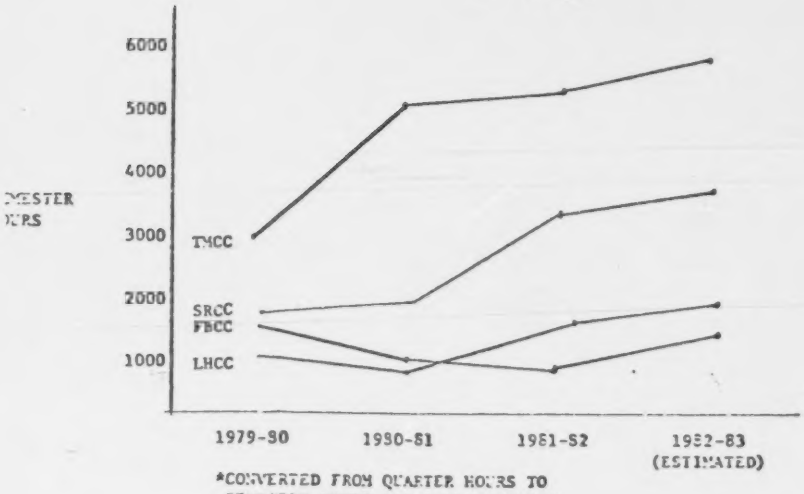


EXPLANATION OF GRAPH

This graph is pretty clear. The number of courses offered at each of the four North Dakota colleges are provided. The numbers are:

	TMCC	SRCC	FBCC	LHCC
79-80	89	112	54	34
80-81	167	148	37	39
81-82	177	144	51	47
82-83	177	146	60	52

CREDITS GENERATED BY THE 4 NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES IN 1979-80 THROUGH 1981-82 WITH ESTIMATES FOR 1982-83



*CONVERTED FROM QUARTER HOURS TO SEMESTER HOURS FOR COMPARABILITY

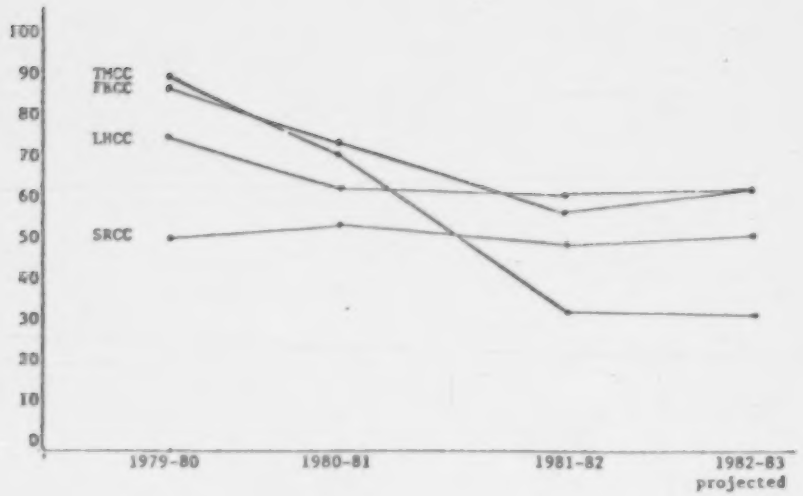
EXPLANATION OF GRAPH

The sum of credit hours generated at all four North Dakota colleges are presented in Semester Hours (SH)

	TMCC	SRCC	FBCC	LHCC
79-80	3045	1788	1575	1035
80-81	5326	2157	1252	[illegible]
81-82	5497	3479	1213	1547
82-83	6050	3830	1400	1940

As the graph and chart illustrate the four tribal colleges in North Dakota have realized annual upward trends in total credit hours generated.

RATIO OF PART TIME TO FULL TIME INSTRUCTORS



EXPLANATION OF GRAPH

This graph takes into account both full-time and part-time instructors. The data are as follows:

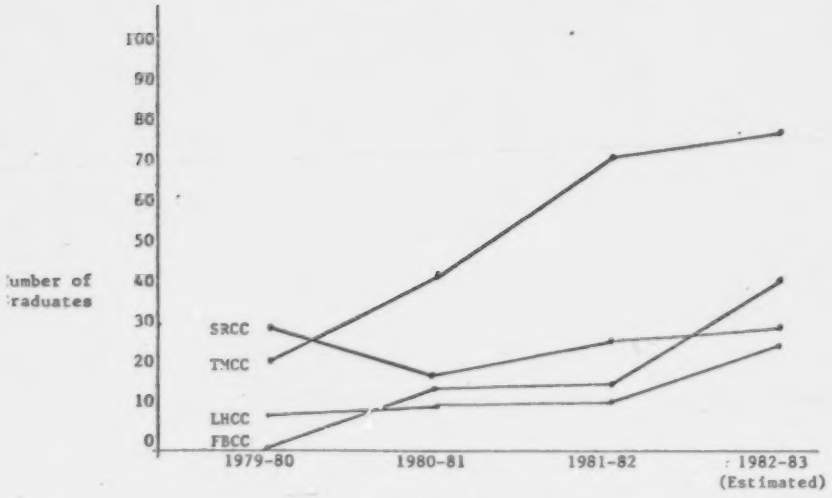
	TMCC		SRCC		FBCC		LHCC	
	PT	FT	PT	FT	PT	FT	PT	FT
1979-80	22	3	12	12	25	4	10	3
1980-81	25	10	19	12	12	9	9	4
1981-82	19	11	14	14	7	5	10	5
1982-83	20	13	15	14	10	5	11	5

A ratio for each college was determined by adding part-time and full-time for a given year and dividing the number of part-time by that total. The ratios are:

	TMCC	SRCC	FBCC	LHCC
1979-80	88	50	86	76
1980-81	71	61	75	69
1981-82	63	50	58	67
1982-83	60	52	67	68

There is a general downward trend in the use of part-time instructors and a general increase in permanent full-time instructors.

NUMBER OF GRADUATES OF NORTH DAKOTA TRIBALLY CONTROLLED
COMMUNITY COLLEGES, 1980 THROUGH 1982
WITH ESTIMATED GRADUATES FOR 1983



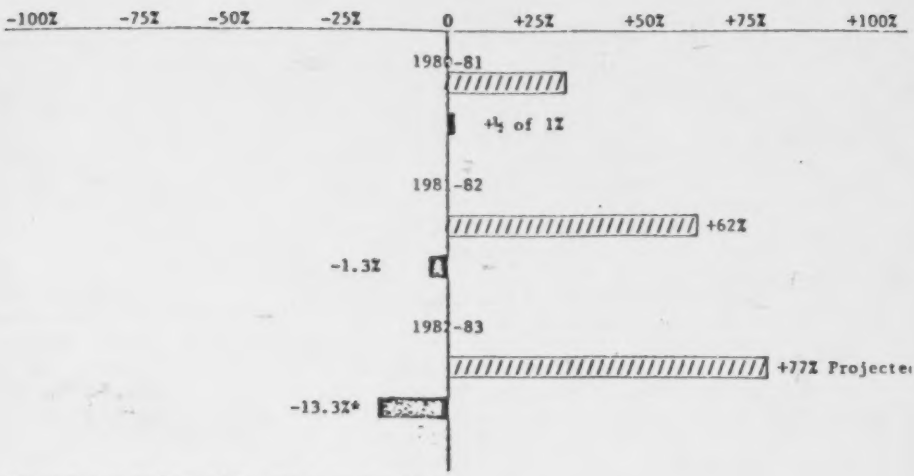
EXPLANATION OF GRAPH

This graph is self-explanatory. The actual number of graduates were used.

The numbers are:

	TMCC	SRCC	FBCC	LHCC
1979-80	21	28	0	7
1980-81	41	17	15	10
1981-82	72	26	17	11
1982-83	79	30	40	25

PERCENT CHANGE IN NUMBERS OF FTE INDIAN STUDENTS AT THE 4 NORTH DAKOTA COLLEGES COMPARED WITH PERCENT CHANGE IN P.L. 95-471 PAYMENT PER FTE INDIAN STUDENT (BASE YEAR = 1979-80)



*FROM PRESIDENT'S BUDGET, FEBRUARY 8, 1982

Composite % of Student Change
% Per Student 95-471 Payment Change

EXPLANATION OF GRAPH

Using 1979-80 as the base year, the sum of all full time Indian Equivalent Student (FTIE)is figured for the four (4) North Dakota Tribal Colleges. The actual FTIE figure are:

	Total #	% change from 1979-80
1979-80	279	- - - - -
1980-81	364	+ 30%
1981-82	451	+ 62%
1982-83	495	+ 77% projected

At the same time using the pro-rata for each FTIE student we realize;

	$ - FTIE	% change from 1979-80
1979-80	$2856	- - - - -
1980-81	2870	+ ½ of 1%
1981-82	2820	-1.3%
1982-83	2475	-13.3% as per FY '83 budget request

Indian Full Time Equivalents have nearly doubled during the 95-471 funding years, and the pro-rata has declined. For instance, from 1981-82 to 1982-83 the colleges increased by 9.7% in FTE but will decrease 12.3% in payments.

Follow-Up On Graduates

1. Standing Rock Community College began graduating students in 1976. A 1980 study showed that 81% of the graduates surveyed were employed. Data currently exists on 72 graduates. The largest number of graduates completed work toward teacher certification and 31 of them are teaching Indian children in a variety of locations. Four are working in educational administration. Seven graduates at the Associate level are pursuing Bachelor's degrees. Another seven graduates are working as nurses with one of the seven having completed a B.S. program in nursing following her graduation from SRCC. Five graduates are currently employed in tribal or BIA management positions including tribal health, natural resources and range management. Eight are currently pursuing graduate studies either full-time or in addition to their teaching duties. Of the remaining 18 graduates, 2 hold secretarial positions; 4 are employed as bookkeepers and administrative assistants; 3 are working in business; 2 are ministers; 1 is a tribal council person; 5 are pursuing advanced studies in specialized areas. One is a Peace Corps volunteer currently serving in the Philippines.

These accomplishments are made more significant when it is noted that 72% of all students surveyed in a 1980 study had attended and left at least one other institution of higher education prior to enrolling at Standing Rock.

P.L. 95–471 has made much of the above possible and is the base from which it can grow and allow Standing Rock Community College to continue to bring quality higher education to its people.

2. Fort Berthold Community College operated for five years before Public Law 95–471 funding. They are in their second year of funding with Public Law 95–471 funds. Prior to the funding of Public Law 95–471, funding to Fort Berthold Community College was what could be described as "piecemeal" and very limited. However, to demonstrate the success of the students who did graduate, the following statistics are submitted:

Fort Berthold graduated a total of 32 students. Of these 32 graduates, 12 students will receive Associate of Arts degrees in Social Science and the education fields. Two students are in the process of getting their Baccalaureate Degree in Nursing. Twenty students are employed with Tribal Programs. Four LPN students took the North Dakota Nursing Examination and successfully passed; they are now employed at local nursing health centers. Several students are working with the Tribal Housing Authority, in the area of their training.

3. The Turtle Mountain Community College operated for five years prior to the funding of Public Law 95–471. Because of the poor financial status of the institution, the number of graduates during the early years was small; however, to demonstrate the success of those students who did graduate from Turtle Mountain Community College a follow-up study was conducted, taking into consideration students who graduated between the years of 1974–80.

"There was a total of 60 degrees awarded with one individual earning two degrees. Forty-three completed the questionnaire forms which were mailed to them.

Of the 43 responses, twenty six (26) former graduates went on to complete their Bachelor Degree. Two (2) have earned their Masters Degree. All are employed; one (1) being self employed; six (6) are employed by the Bureau of Indian Affairs or United States Government; one (1) is an ordained priest; one (1) works for the local hospital. Four are carpenters, the occupation for which they were trained, with one holding the position of carpenter foreman."

Construction Needs of the Four North Dakota Community Colleges

The four tribally controlled community colleges in North Dakota each have a unique situation where construction of facilities is concerned. North Central Association has assessed a need for the construction of facilities in the three it has visited: Standing Rock Community College, Fort Berthold Community College, and Turtle Mountain Community College. At the Standing Rock Community College and Fort Berthold Community College the need is most pressing in the outlying communities served on their reservations. These small extremely isolated communities if served well could double the student enrollment of the two colleges. Turtle Mountain Community College has the need for a larger and better equipped central facility on their main campus. This need has become magnified by Turtle Mountain Community College's dramatic increase in enrollment over the last three years. Little Hoop's need is less well defined but will become a mat-

ter of greater concern as its student population continues to grow and it offers more educational programs to its community.

As the four tribally controlled community colleges continue to develop quality education, the need for improved facilities will become intense. The tribally controlled community colleges are committed to the delivering of quality education and, in the case of programs such as science, language labs, libraries, and student services, a modern well-equipped facility is essential.

An important but often overlooked dimension of the tribally controlled community colleges' needs is community identification with their colleges and the place they hold in the tribal structure. There is no substitute for bricks and mortar to illustrate the fact that the tribally controlled community colleges are here to stay and will be a part of the overall improvement of the quality of life on the reservations.

ENDOWMENT STRUCTURE

A recurring concern of accrediting teams visiting the institutions has been that a need exists to reduce dependency on Federal funding sources. The colleges concur; it is desirable to become less dependent. The endowment mechanism is a significant means of moving in this direction. The difficulty in endowments is their beginning. Some tribes are considering the provision of amounts ranging up to $200,000 as seed endowments for their schools. Matching funds under Public Law 95–471 would strengthen the case for tribes to make these actions since their gifts would effectively be doubled. Further, a matching concept would be of great benefit as the colleges approach private donors since the same argument—doubling the effective amount of their gifts—could be made. The result over time would be a decrease in dependence on yearly funds with an attendant improvement in ability to plan and manage.

Senator MELCHER. Mr. Clifford, executive director of the American Indian Higher Education Consortium, you may proceed.

STATEMENT OF LEROY V. CLIFFORD, EXECUTIVE DIRECTOR, AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Mr. CLIFFORD. Mr. Chairman, it is indeed an honor to come before the Senate Select Committee to testify on behalf of the tribally controlled community colleges. We all support the reauthorization of Public Law 95–471 and are very much concerned about the continuation of funding to the tribal colleges.

I would like to introduce some of my colleagues here on the panel. On my left, we have Francine Hall, who is the chairman of the board of regents at the Cheyenne River Community College at Eagle Buttes, S. Dak. On my immediate right is Dr. Joe McDonald, president of the Salish Kootenai Community College in Pablo, Mont. On his right is Mr. Elgin Badwound, president of the Oglala Sioux Community College. On his right is John Steele, vice chairman of our tribe, the Oglala Sioux. On his right is Don Chalmers, who is representing Mr. Lionel Bourdeaux of Sinte Gleska Community College. On his right is the chairman of the Turtle Mountain tribe and, of course, Mr. Stein, who is president of the Standing Rock Community College.

They say that history repeats itself. I think it does because I recall several years ago, in 1977 and 1978, coming before this very committee to testify in support of Public Law 95–471. At that time, under the leadership of former Senator James Abourezk of the State of South Dakota, it was this committee which took the leadership and had the foresight to introduce S. 1215, which was the Senate version of what became Public Law 95–471.

We would like to thank this committee for again recognizing the Federal trust responsibility to Indian tribes and to Indian education

in terms of considering a bill, S. 2623, which would reauthorize Public Law 95–471 and extend the authority beyond fiscal year 1984 through fiscal year 1987.

The legislation is extremely important to the continued progress of tribally controlled community colleges. It is very important in terms of the ability of tribal colleges to maintain accredited status. I am happy to say that, in comparing the accredited status with tribal colleges of several years ago, when I came before this committee we had two institutions which were fully accredited. We had three institutions at the time which were candidates for accreditation with the respective accreditation associations. I am happy to announce to the committee today that we now have four tribally controlled community colleges which have achieved full accreditation as 2-year, degree-granting institutions. We now have 12 tribally controlled community colleges which have attained candidacy status, and we have three which are preparing for application to candidacy status.

I think we have made significant strides among the tribally controlled community colleges in achieving accreditation and working toward setting standards and improving the qualitiy of the education received by Indian people on the reservations.

I would also like to say that we have specific examples wherein the tribally controlled community colleges are working with tribal governments to help the tribes deal with the hard decisions which they are facing today, notably, natural resource development and energy development.

An example is Dull Knife Memorial College on the Northern Cheyenne Reservation, which is working with ARCO to train people for employment with ARCO. Dull Knife Memorial College cannot turn out enough graduates in the technical trades. The minute they graduate a person in the technical area, ARCO hires that individual.

We have an example here of the role which the tribally controlled community colleges are playing and can continue to play, working with tribal governments to strengthen their capacity to make better decisions regarding the utilization of their natural and energy resources, and also training people on the reservations for leadership positions in tribal governments.

We may look at the Salish Kootenai Community College. The tribe derives a good proportion of their revenue from timber. I think Joe McDonald can address the issue of how the Salish Kootenai Community College is helping to train in the forestry areas.

As far as the need for reauthorization is concerned, again I would like to commend the committee for taking the lead in introducing this bill on the Senate side. It is a companion bill to H.R. 6485.

We feel, among the tribally controlled community colleges, that again the Senate and the Congress has recognized its Federal trust responsibility to Indian tribes and to Indian education.

We disagree with the administration, as far as the Bureau of Indian Affairs claim that education is not a part of the trust responsibility is concerned. We would like to point out that, because many of the reservations or tribes which have community colleges have not developed the tax systems to generate revenue to support their institutions, we need support from the Federal Government to support our tribal colleges.

I might also point out, as Mr. Stein has pointed out, that our tribal colleges do not have endowments at the present time. It was because of the foresight of Congressman Paul Simon on the House side that title III of the legislation which is being reviewed here today was added to provide endowments so that the tribal colleges can move to a more stable financial footing in terms of maintaining their accreditation and continuing to serve the tribal people.

I might point out that the funding is critical as far as the colleges' maintaining the accreditation is concerned.

In closing, I would like to say, as I said on the Houses side, that the role of the tribal college is to strengthen tribal government and to provide leadership so that tribes can deal with the tough decisions which they have to deal with regarding the utilization and development of their natural and energy resources.

Mr. Chairman, in conclusion—and this is true for this Nation—the Indian mind is the tribe's most valuable natural resource. Tribal colleges will not waste it.

I believe that our tribal presidents here can show that they are training and developing leaders for the future.

Thank you very much.

Senator MELCHER. Thank you.

Without objection, your complete statement will be made a part of the hearing record at this point.

[The statement follows. Testimony resumes on p. 72.]

PREPARED STATEMENT OF THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM, SUBMITTED BY LEROY V. CLIFFORD, EXECUTIVE DIRECTOR

Mr. Chairman and distinguished members of the Committee, my name is Leroy V. Clifford. I am the Executive Director of the American Indian Higher Education Consortium (AIHEC).

I would like to take this opportunity to thank the Committee and Committee Staff for inviting me to present written testimony in support of S. 2623, a Bill which provides for the amendment and extension of Public Law 95–471, the Tribally Controlled Community College Assistance Act of 1978".

As you know, the American Indian Higher Education Consortium has played a major role in the advancement of Tribally controlled postsecondary and higher education for American Indians. AIHEC was instrumental in the development and passage of Public Law 95–471, which is currently being considered for reauthorization by this Committee. We are therefore appreciative of this opportunity to submit testimony in support of the proposed legislation.

My remarks will focus on three areas: (1) The Federal Trust Responsibility to Indian Education, (2) The progress that has been made by tribal colleges as a result of Public Law 95–471, and (3) the need for continued federal support for tribally controlled community colleges.

FEDERAL TRUST RESPONSIBILITY TO INDIAN EDUCATION

As you are aware, the historical basis for the Federal Trust Responsibility to Indian education is rooted in numerous treaties which have as one of the primary objectives of the non-Indians the education of the American Indian. The use of educational provisions in these treaties in exchange for the ceding of Indian lands is the basis for what is now referred to as the Trust Responsibility to Indian Tribes.

Education statutory enactments which specifically and implicitly include Indians, the promulgation of rules and regulations concerned with Indian education, and the decisions and actions of individuals in positions of influence have all contributed to the historical development of the Federal Trust Responsibility to Indian education.

From the Act of March 30, 1802 (2 Stat. 139) wherein the Congress first acknowledged the Federal responsibility to Indian education by appropriating a sum of money not to exceed $15,000, to the enactment of Public Law 93–638, the "Indian Self-Determination and Education Assistance Act", the Federal Government has consistently acknowledged the Federal trust responsibility to Indian education.

Public Law 93–638 represented an explicitly acknowledgement by the Congress of a "historical and special legal relationship" with Indians and "resulting responsibilities therefrom reaffirmed the acceptance by the Federal Government of a Federal responsibility to Indian education. The Act was intended "to promote maximum Indian participation in the government and education of Indian people; . . . to establish a program of assistance to upgrade Indian education; and to support the right of Indian citizens to control their own educational activities".

The declaration of Congressional policy within Public Law 93–638 states, "The Congress hereby recognizes the obligation of the United States to respond to the strong expression of the Indian people for self-determination by assuring maximum Indian participation in the direction of educational programs as well as other Federal services to Indian communities so as to render such services more responsive to the needs and desires of those communities".

In passing Public Law 93–638. Congress acknowledged that the prolonged Federal domination of Indian service programs has served to retard rather than enhance the progress of Indian people and their communities by depriving Indians of the full opportunity to develop leadership skills crucial to the realization of self-government. Congress recognized that Indian people had been denied an effective voice in the planning and implementation of programs for the benefit of Indians which were responsive to the true needs of Indian communities. Congress further found and agreed that true self-determination in any society of people is dependent upon an educational process which is controlled by such a people and which ensures the development of qualified people to fulfill meaningful leadership roles. Finally, the Congress agreed that the Federal responsibility for and assistance to education of Indian children had not effected the desired level of educational achievement or created the diverse opportunities and personal satisfaction which education can and should provide, and that parental and community control of the educational process is of crucial importance to Indian people.

Specifically included in this legislation (Public Law 93–638), was the requirement that the Secretary of Interior prepare and submit to the Congress a report detailing a specific program, together with detailed legislative recommendations, to assist the development and administration of Indian controlled community colleges.

Then, on October 17, 1978, Congress enacted Public Law 95–471, the "Tribally Controlled Community College Assistance Act of 1978". This Act authorized the Secretary of Interior to provide for the operation and improvement of tribally controlled community colleges to insure continued and expanded educational opportunities for Indian students. Here, Again, Congress acknowledged the Federal Trust Responsibility to Indian education by enacting special legislation addressing American Indian postsecondary and higher education.

Public Law 95–471 is a clear manifestation of compliance with the Federal Trust Responsibility to Indian education. The fact that this Act is specifically designed to address the educational needs of Indians is yet another example of the special treatment and consideration accorded Indians and Indian education by the Federal Government. The sum result of this legislative history can only lead to the conclusion that the Federal Government accepted and continues to confirm the proposition that there is a Federal Trust Responsibility to Indian education.

PROGRESS STATEMENT

Reference is made here to a hearing held in Washington, D.C., on July 28, 1977 before the Senate Select Committee on Indian Affairs. This particular hearing was on S. 468 and S. 1215, Bills to amend the Navajo Community College Act and to provide for grants to Indian-Controlled Postsecondary Educational Institutions. These two Bills eventually became Public Law 95–471, the "Tribally Controlled Community College Assistance Act of 1978".

During the hearing the Honorable Harrison Schmitt, U.S. Senator, from the State of New Mexico, testified and I quote directly from the hearing record,

"Education, in my opinion, is the key to New Mexico's future and is extremely important to the Navajo's role in achieving Indian self-government within our local, state, and Federal Government communities. I might add from a philosophical point of view, or my point of view—and I will not speak for anyone else—the establishment of the Navajo Community College on the Navajo Indian Reservation represents in a major way a milestone in the history and the traditions of the Navajo Nation. As educators they are doing a commendable job in giving Indian youth the tools to participate in the economic development of the Region."

The Honorable Pete V. Domenici, U.S. Senator, from the State of New Mexico, stated and I quote, "Mr Chairman, most of us have had the good fortune to have completed 12 years or more of formal education; the Navajo people have not been so fortunate. In 1970, the average number of school years completed by the Navajo was 5; only 27 percent of Navajos over the age of 18 years of age completed 12 or more years of school. As a direct result of these limited educational achievements, the Navajo standard of living has suffered. The Navajo standard of living can rise, in fact, it must. The Navajo Community College, founded in 1968, has begun to change the future of the Navajos for the better. However, there are obstacles to be overcome if the college is to expand and improve the educational services it offers to the Navajo Community. First, the College is without sufficient construction funds to complete its campus at Tsaile and to develop its satellite program. This legislation (S. 468) will authorize additional construction funds for the Navajo Community College."

Also testifying at the hearing was the Honorable Dennis DeConcini, U.S. Senator from the State of Arizona. Senator DeConcini stated and I quote, "This legislation is designed to reauthorize Federal financial assistance to meet the college's continuing construction needs and to correct some serious problems in connection with the language providing Federal funds for operational costs. Over the past 9 years the growth and growth potential exhibited by Navajo Community College has far outdistanced the modest homes of its originators. Over the past 10 years, the Congress and the Federal Government have made long needed advances in the areas of Indian self-determination. But as with other new programs, education is the cornerstone to effective self-determination. This Committee and this Senate can prove its devotion to these goals by providing for the continual and improved education of young Navajos. Mr. Chairman, the Navajo Community College is the first college established on an Indian reservation and its commitment to serving the challenging educational needs of Indian people is worthy of Federal support. The amendments we are proposing will strengthen the college and make it an even more viable instrument in the continuing efforts to realize the educational goals of our Indian citizens."

Former President of Navajo Community College, Mr. Donald McCabe, stated during the hearing and I quote, "to resolve this problem of unequal funding between Navajo Community College and BIA operated postsecondary schools, we seek an amendment to the language of the present law from 'that does not exceed the average' to 'equal to the average' so that we can be assured that funds are adequate and at least equal to those amounts by BIA to operate its schools."

Former President of Oglala Sioux Community College, Mr. Thomas Shortbull testified and I quote, "The American Indian community colleges, such as Pine Ridge, are geared particularly to the specialized needs of the communities. At Pine Ridge, like many American Indian communities, it was decided that the avenue of postsecondary education most suitable for the needs of the community was the community college. A community college—unlike a four-year liberal arts institution—focuses very strongly on teaching its students the practical as well as academic skills which will enable them to contribute to the welfare and development of the community. In furtherance of that goal the community college maintains close links with local industry, local business, and local government."

Finally, Mr. Lionel Bordeaux, President of Sinte Gleska College on the Rosebud Indian Reservation, testified and I quote "The basic institutional mission which we feel we are in operation to accomplish is to strengthen tribal government through being an educational arm of the Rosebud Sioux Tribe."

The issues and concerns presented to the Senate Select Committee on Indian Affairs back in July of 1977 provide the basis for determining to what extent the tribal colleges are addressing tribal needs for human resource development as well as strengthening tribal governments which have a community college.

Today, as a result of Public Law 95–471, the "Tribally Controlled Community College Assistance Act of 1978" we are proud to announce that three tribal colleges

are fully accredited, eleven tribal colleges have achieved candidacy status, and four colleges are preparing for accreditation visits. Without the operational grants and T&TA funds appropriated under the authority of Public Law 95–471, the tribal colleges of AIHEC would not have made these significant strides toward improving higher education for American Indians. During this period from fiscal year 1980 to fiscal year 1982, tribal colleges receiving funding under the authority of Public Law 95–471 graduated approximately 1,085 students with either Associate of Arts Degrees and/or two year certificates in non-degree programs such as the vocations. In addition, the training and technical assistance funds appropriated during this time have helped a majority of the tribal colleges to achieve either full accreditation or candidacy status. Clearly, great progress has been made, especially when one considers that prior to the enactment of Public Law 95–471, there were only five tribal colleges in accreditation status.

In terms of meeting the expressed needs of the Indian tribes they serve, the tribally controlled community colleges have just begun to scratch the surface. Here are a few examples of how the tribal colleges are meeting the human resource development needs of the tribal communities they serve.

SINTE GLESKA COLLEGE

Sinte Gleska College is a Tribally-Chartered, Indian-controlled community college of the Rosebud Sioux Tribe located in south central South Dakota. The college was chartered by the Rosebud Sioux Tribe in 1971 in order to provide a geographically accessible and viable higher education program for residents of the Rosebud Sioux Reservation and its surrounding community.

Since achieving candidacy status at the Associate of Arts Degree granting level by North Central Association of Colleges and Schools in 1976, Sinte Gleska has made significant strides in expanding the offering of educational opportunities for its students and in its development toward the goal of accreditation. Sinte Gleska is scheduled to apply and be evaluated for formal accreditation in the academic year 1982–1983.

Sinte Gleska has proven its worth on both the statistical level and the innovative quality level. The following are examples of the accomplishments:

1. By 1981 the College had reached over 2,700 of the adults on the reservation with college courses and another 1,600 with Adult Education courses. The total now exceeds 3,600 which is nearly the entire adult population of the reservation. This compares to approximately 180 adult Indians attending off-reservation schools per year. Of these 180, a sizeable percent are transfers from Sinte Gleska College. Sinte Gleska College, therefore, reaches a population that would never have had the opportunity for a college education.

2. The College has furthered Tribal self-determination by contracting to operate several BIA programs. As an example of the differences between results under the College and under the Bureau, we will use Adult Education as an example. The Bureau controlled program, from 1965 to 1971, produced 100 graduates. Sinte Gleska College produces as many in one year, each year, since its beginning. The Bureau used mostly non-Indian professionals to tutor. Sinte Gleska's staff is all Indian and the majority of its tutors are Indian. The Sinte Gleska program has brought State and Federal funds together. Sinte Gleska's program has received a Right-To-Read grant for adult literacy training. The example is used to show that when Sinte Gleska has assumed responsibility for a program the staff complexion becomes local, the accessibility of local people increases, and the number of successes drastically increases.

3. Sinte Gleska's dropout rate compares quite well with off-reservation colleges. The current rate fluctuates between thirteen and twenty-eight percent. This compares very favorably to fifty percent and higher in off-reservation schools with a 94 percent attrition rate from four-year degree programs for American Indian students. The majority of our dropouts are no-shows. They sign up and do not come to the first class. Those that come often complete the semester.

4. Graduates of Sinte Gleska College's A.A. degree programs have already received B.A. degrees. Three are completing the M.A One student has completed all work except the dissertation toward a Ph.D. These are older students and would never have had the chance if Sinte Gleska was not in operation. Our first B.A. graduate last year has been accepted to law school.

5. Materials that have been non-existent previously, have been and are being developed by the college; e.g., Book of Oral Narratives, Lakota language texts, books on Lakota Music and Dance, Lakota Ceremonials video-taped, tapes of dis-

cussions and books and pamphlets and classes in critical reservation issues. The demand of schools and organizations for these is more than we can fill at present.

6. Tribal and community groups have been assisted in committee proceedings, planning, in-service training, preparation of position papers and proposals, and evaluation of programs.

7. Lakota rituals have been strengthened, revived and contemporized. For example, Sinte Gleska has had the first Lakota ceremony for graduation and inauguration. They were created by Lakota Medicine Men and Helpers to form the first full-blood, traditional organization in decades. This group has already sponsored a Sun Dance based on the traditional way.

8. Sinte Gleska has begun to meet community needs never previously dealt with: e.g., the needs of adult handicapped for a sheltered workshop, the needs of young developmental disabled for training and education. Parents of the mentally retarded have been organized with the support of the College.

9. The College Department of Human Services has developed an Indian Law course for the local high schools. College faculty have continued to provide this type of assistance to local schools: e.g., Lakota language and cultural courses, orientation of teachers and medical personnel, evaluation of an early childhood model for educating Indian children in Rosebud. The College has an important responsibility to provide Indian Studies to teachers in school systems who must by law, take three credit hours of Indian Studies.

10. The College has created a Psychological Institute that not only provides on-going therapy and counseling, and has through a grant from the National Institute of Mental Health, conducted a major research project having major potential impact on planning and development of the Rosebud Sioux Tribe.

11. The College's Nursing program has graduated nineteen nurses. Eighteen of nineteen passed their state boards as Registered Nurses on their first attempt and are working. This is the best record of any program in the state, though it has not been refunded by the Indian Health Service.

SALISH-KOOTENAI COMMUNITY COLLEGE

Salish-Kootenai Community College was established by official tribal action in November 1977, after the college had operated as a satellite center of the Flathead Valley Community College for three years. It was the feeling of the tribal leaders that the establishment of a tribal college was necessary for the preservation of the Salish and Kootenai cultures, and to provide economical, locally available higher education to reservation residents. It is located on the Flathead Indian Reservation with the central office at Pablo, Montana.

In June 1980, Salish-Kootenai Community College was granted candidacy status for accreditation with the Northwest Association of Schools and Colleges. The college also has full membership in the American Indian Higher Education Consortium. Upon the college becoming a candidate for accreditation, 471 funding became available and plays a vital part in the college attaining full accreditation.

While the college does not intend to exclude anyone, and maintains an "open door" policy, it is designed to provide curriculum and programs to meet the special needs of the Salish and Kootenai Tribes.

Goals.—1. To assist with tribal development. 2. To assist with Salish and Kootenai cultural development. 3. To develop student academics. 4. To promote Indian resident self-development.

Salish-Kootenai College offers ten (10) Associate Degree programs and two (2) Certificate of Completion (one-year) programs.

Associate of Arts.—General Studies, Native American Studies, Human Services Technology, Business Administration, Law Enforcement, Secretarial Science.

Associate of Applied Science.—Forestry, Surveying, Natural Resource Management, Health Education.

Certification of Completion.—Building Trades, Child Development.

Since the Fall Quarter of 1977, the college has grown from thirteen full-time equivalent students to two hundred thirty (230) full-time equivalent students in the Fall Quarter of 1982. Thirty-five students received two-year degrees or completion certificates in June of 1981. Projected graduates for Spring Quarter of 1982 is forty-eight (48) persons. It is a tremendous benefit to the Tribe to have its own college readily available to serve its members. The college has a broad range of course offerings designed and taught to meet the special needs of each individual tribal member.

Forestry.—A primary source of income for the Tribes is derived from timber sales. Well-trained forestry management personnel protects this vital natural and economic resource.

Natural Resource Management.—The reservation contains over one million acres of forest and rangelands, as well as numerous small lakes, streams, the Flathead and Jocko Rivers, and of course, Flathead Lake. Wise management of these natural resources for economic and recreational use requires persons trained in this area.

Human Resources.—The college has trained persons working in family assistance, community health, the alcoholism and drug abuse program, the job corps center, and other programs to meet the special human needs of reservation residents.

Building Trades.—The college trains people to work as carpenters and electricians on the reservation, serving building needs and private contractors.

Business Management.—Salish-Kootenai College trains students in sound business management practices appropriate to both tribal needs and private business, thereby improving the overall economy of the reservation.

Secretarial Science.—Office and clerical workers of the Tribe develop employable skills through the Secretarial Science Program. Many tribal employees have upgraded their job qualifications through this program.

Business Development.—The college is beginning to fill the gap for the Tribe's loss of EDA funds.

Native American Studies.—Reservation residents are able to learn about tribal culture, politics, traditions, art, and history through the Native American Studies Program. In addition, the program works in cooperation with tribal cultural committees to record and disseminate materials on culture and language.

Library/Archives.—The Salish-Kootenai College Library provides a general academic collection not available in local public libraries. The Library also has an extensive collection of books and articles on Native American subjects, with emphasis on Salish and Kootenai materials. The Library houses the tribal archives, making them more accessible to residents.

Seminars.—The college provides special seminars and workshops as training assistance for other tribal programs. These have included forestry seminars, personnel management, workshops, parenting and education seminars, energy efficient housing training, and many more.

Information Research.—The college provides research access to tribal employees, tribal programs, and many individuals. The vehicle for research in business development, natural resources development, law and many other areas is provided by the college.

Technical Assistance Resource.—The staff at the college provides a valuable technical assistance resource for the Tribe. Technical Assistance is provided in building construction, forest management, personnel management, proposal development, and program management in a variety of areas.

STANDING ROCK COMMUNITY COLLEGE

Standing Rock Community College (SRCC), is a small, tribally controlled community college located on the Standing Rock Sioux Reservation in North Dakota and South Dakota. SRCC is a candidate for accreditation with the North Central Association of Colleges and Universities. SRCC also maintains affiliate relationships with Bismarck Junior College (Bismarck, North Dakota), North Dakota State University (Fargo, North Dakota), and the University of North Dakota (Grand Forks, North Dakota).

Course offerings consist of a basic two-year liberal arts program, a business education program, vocational education programs, an agricultural education program, a four-year degree teacher training program, and a four-year degree university studies program. The college also offers Adult Education courses for the reservation.

SRCC has been operating since 1972 and presently has an enrollment of 224 students with an FTE of 181. SRCC also owns and operates the Sioux County newspaper and assists the Tribe in various projects such as a bus service to nearby communities, farming, and workshops.

SRCC has fulfilled a previously unmet need on the Standing Rock Reservation. This is reflected in the number of graduates it has produced since 1976. Most of the graduates had only SRCC to turn to for higher education because of job commitments, family obligations, and geographic and cultural isolation.

The impact in numbers for 1975–1981 is as follows: Associate of Arts Degree—61 graduates, Associate of Science Degree—14 graduates, Bachelor of Science Degree—35 graduates, Nursing Certificate—15 graduates, Clerical Certificate—2 graduates.

SRCC's impact on its community will continue to be positive and productive.

The major problem of the past which beset SRCC was the lack of a stable funding source. The everyday worry of paying bills and meeting payroll continually circumvented the need to follow a long-range plan. Without a stable funding source, SRCC would have begun to stagnate and the local initiative and interest which started SRCC would not have been enough to prevent stagnation in these times of overwhelming inflation.

Public Law 95–471, the "Tribally Controlled Community College Assistance Act", was the fiscal relief so desperately needed by the tribal community colleges. SRCC has begun to develop a long-range budgeting and planning process which has true meaning. Other long-range budgets and plans were done in the past but were changed so often because of unstable funding they became meaningless.

Some of the immediate positive effects of Public Law 95–471 were felt in the following areas:

1. *Staff.*—SRCC is able to hire more qualified instructional staff. Previous instructional staff had been severely overloaded in their course load and many part-time instructors were needed. Now more full-time instructors are on board and the need for part-time instructors has been reduced. This brings continuity and a better learning environment to SRCC for its students.

2. *Accreditation.*—SRCC has been able to work more diligently on the recommendations from North Central Association for full accreditation.

3. *Curriculum Development.*—SRCC has now the time and administrative staff to focus on projects which upgrade present and develop new curriculum for the students' educational needs.

4. *Instructional, Administrative, and Support Staff Development.*—Public Law 95–471 has allowed SRCC's staff to take the opportunities offered to upgrade their present skills. This greatly enhances SRCC's staff ability to do a better job for the students and the community.

As can be seen by the few examples stated above, Public Law 95–471 has been the stable funding source needed. SRCC states its strong support of Public Law 95–471.

SRCC's two major concerns are financial in nature: the continued funding of Public Law 95–471, the Tribally Controlled Community College Assistance Act, and the never ending battle to justify the 471 funding future. SRCC would like to state that it is the only real option left for the adult population of the Standing Rock Sioux Tribe. Unemployment is at 82 percent, inflation has all but made funding relief meaningless, and the present recession has closed all doors to relieving the economic pressure on the people of the Standing Rock Reservation. SRCC provides the only opportunity for people to reevaluate their future and then seek education to realize their goals for employment and a better future.

By constantly underfunding 471, the Administration and Congress have severely limited SRCC's ability to serve its people's needs. The constant need to justify our existence puts an unnecessary financial burden on the tribally controlled community colleges who have to spend valuable time and money restating their people's need for higher education.

SRCC and the other tribally controlled community colleges are their people's most viable option to retain and insure a better life and economic future for their tribes.

NAVAJO COMMUNITY COLLEGE

Navajo Community College (NCC) was established by the Navajo Tribe to meet the special and unique educational needs of the Navajo. This mission is the guide in the development of education programs in which NCC has attempted to address a myriad of Navajo needs through education and training.

In terms of meeting the educational needs of the Navajos, Navajo Community College has just barely scratched the surface of needs. There exists a strong need for special manpower training and education in the areas of business management, natural resources development and community development. The College has in the past and is continuing to meet education needs in health, agriculture, legal services, education and general education. Our programs reflect our efforts with most of our students involved in one of these areas. The College is fully

accredited by the North Central Association and has been since 1979. We have had significant success in our Registered Nursing Program, Legal Advocates Program, Navajo Educators Program, Adult Basic Education Program, Health Aids Program, and Agriculture Program, including Veterinary Medicine. These programs, however, only partially meet the long term needs of Navajo.

There is not only the problem of program scope, but also one of student capacity. We could be serving twice the number of students we now do if we had adequate resources. There are approximately 80,000 potential students, and the economic potential is there, but we lack the facility and instructional resources to fully serve that number.

One of the concerns raised by the last North Central Association review was that of financial and personnel stability. They were surprised and impressed by the quality of college services, given the instability in our funding and the high turnover in faculty and administrators. The ramification of this has been that College administrators and faculty have had to spend more time dealing with short-term emergency needs rather than with long-term institutional planning and that the College has had to provide less than the best quality of instruction in business and vocational education.

FORT BERTHOLD COMMUNITY COLLEGE

Established in 1973 to meet the culturally-unique educational needs of the members of the Three Affiliated Tribes, Fort Berthold Community College has been chartered by the Tribes and is led by a Board of Directors representing the districts of the Fort Berthold Indian Reservation.

The primary goals of the college are to: (1) Retain and strengthen the Hidatsa, Arikara, and Mandan cultures; (2) provide education to adults at convenient times and locations; (3) upgrade the basic skills of tribal members so they can attain GED or college entrance; (4) provide Associate of Arts Degrees and preparation for baccalaureate level education; (5) provide vocational/technical education to meet the manpower training needs of the people and the development of the tribes; and (6) provide community services and technical assistance throughout reservation.

If you were to visit Fort Berthold Reservation and review the activities of the college in the community, you would find our role is a diverse one seeking to implement increasingly complex and urgent mechanisms to meet the needs and aspirations of our people. Our mission is to provide post-secondary education to members of the tribe. Our efforts have centered on the development of students' potential to enter the job market as tribal, community employees and business owners.

In developing this potential, FBCC offers a wide range of courses for the following degree majors: Mid-management, Accounting, Secretarial Science, Environmental Science, Tribal Studies, LPN Nursing, Carpentry, Plumbing, Electricity, and Farm/Ranch Management.

One of our major accomplishments has been the development of an Environmental Science major. This major began as a community service offered by the College. Through funding from the National Center for Appropriate Technology, the College offered a public workshop on the application of wind and solar energy. This effort was followed by two successive summer programs supported by the Old West Regional Commission and Argonne National Labs. These programs involved 68 students that represented 12 reservations with 60 percent coming from the Three Affiliated Tribes. The College, since the termination of Argonne/Old West funding, has sought to institutionalize the community needs through the development of our Environmental Science major. Through the use of the Intergovernmental Personnel Act (IPA), we have obtained the services of a Field Biologist. Coupled with our continuing full time faculty in the science/math areas, we are now well on our way.

LUMMI COLLEGE OF FISHERIES

The Lummi College of Fisheries is a two-year postsecondary institute established in 1973 as a tribally controlled and operated school for aquaculture and fisheries. The institute was designed to provide Native Americans with a science education that could be used to enter tribal, state and federal fisheries programs or continue their education at a four-year institute. The school became a candidate for accreditation in December 1980 with the Northwest Association of Schools and Colleges.

The need for the school has increased since 1974 when tribal fisheries involvement increased dramatically due to federal court decisions which have defined Indian fishing rights. Since 1974, tribes have more than doubled their salmon releases from tribal hatcheries and are making significant contributions to the salmon resource. Further development depends on continued involvement and education. Tribal self-determination and fisheries management are synonymous in the Northwest as many Indian people depend on the fisheries resource for their income. More than 80 percent of the Lummi Tribe is directly involved in fishing and water related activities. The ties to the sea and streams of all the Pacific Northwest tribes can be similarly demonstrated.

Indian education problems are very complex and the educational needs have been the subject of numerous studies with little success. It appears that we have been able to accomplish success where other institutes have failed. Lummi College of Fisheries has an 82 percent completion rate.

The strength of the institute is a responsiveness to the need felt by the tribal governing bodies. The program offered by the Lummi College of Fisheries has been a response to the need for Indian Biologists to manage the salmon resource and the technicians to operate hatcheries to insure the basic support for tribal members is maintained. The present ratio of Indian professional biologists to non-Indian is one of fifty or less. Without the professional training for Indians, the salmon management will suffer and place serious economic hardship on both Indian and non-Indian alike.

Graduates of this school are making contributions in management, running tribal fish hatcheries, are more knowledgeable in their fishing occupation, are assisting in tribal fisheries research and management programs, management of tribal oyster operations, technicians in oyster hatchery, stream surveys for spawning escapement, continuing education and many other facets of fisheries. Two elements are satisfied: (1) stability of resource management is accomplished, and (2) minorities are placed in areas where there is a serious lack of trained personnel.

THE NEED FOR CONTINUED FEDERAL SUPPORT FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES

Because of trust and treaty ties, the advancement of Indian people is directly linked to Federal actions and policies. Cutbacks in Federally funded services and program opportunities have hurt Indian tribes more than they have impacted minority groups. Tribal councils are under extreme pressure by their constituents and by outside agencies to replace lost Federal jobs and services with jobs and services that are funded through tribal natural resources' development. Tribes are being faced with hard decisions regarding the development of their natural resources and the development of their economies. Tribal decisions regarding natural resource development must insure both short and long term benefits to reservation economies. But the current tibal decision making capacities are severely limited. The limitations are imposed by a lack of economic development and management skills among tribal leaders and staff, and lack of available, accurate development information. Tribal resources with development potential include energy (e.g., fossil fuel, non-fuel minerals, nuclear, renewable), agriculture/livestock, wildlife, timber, and water. Development of these resources should benefit the tribes and will benefit the nation. Planned, rational resource development will promote tribal human resource development. Tribal colleges have integral roles to play in assisting tribal decision making, in tribal planning, and in developing tribal manpower capabilities.

Tribal colleges are located in isolated, rural reservation environments. They are chartered by Tribal governments and are funded through Federal Assistance programs. The colleges were established to assist the tribes and to train tribal members. Most tribal colleges have no endowments. Contributions from alumni are nil. Cutbacks in Federal funds hit the tribal colleges harder than any other institutions of higher education. Tribal colleges develop the capabilities of students who are not served by other institutions. Tribes and tribal members are owners of resources that are desperately needed by the rest of the nation. The tribal colleges hold the key for development of the tribes' most valuable resource, their human resource.

American Indian Higher Education Consortium

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MEMBER INSTITUTIONS
Blackfeet Community College
Cheyenne River Community College
Dull Knife Memorial College
Fort Berthold College Center
Heloka Sapa College
Little Big Horn College
Little Hoop Community College
Lummi Indian School of Aquaculture
Navajo Community College
Nebraska Indian Community College
Oglala Sioux Community College
Salish Kootenai Community College
Sinte Gleska College
Spokane-Wahpeton College Center
Standing Rock Community College
Turtle Mountain Community College
United Tribes Educational Technical Center

RESOLUTION IN SUPPORT OF THE REAUTHORIZATION OF P.L. 95-471, THE "TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978"

WHEREAS: There exists a demonstrated need for higher education services to be delivered on Indian reservations as an alternative to Indian people being forced to leave the reservation to acquire higher education; and

WHEREAS: There is clear agreement among the Congress, the National Indian organizations, the Tribes, and Indian people that such services be subject to local control; and

WHEREAS: A major problem in the delivery of these and other services on Indian reservations has been caused by conflicting and arbitrary federal requirements entailing the creation by the Tribes of public agencies, non-profit corporations, governing or advisory boards and other institutions foreign to our traditional forms of Government, such requirements have made it very difficult for Tribes to develop efficient and effective management and delivery mechanisms which fit into tribal concepts of government; and

WHEREAS: While the Indian Tribes themselves recognize the need for the creation of sophisticated management and delivery systems for reservation programs, which may lead to the creation of special public or private agencies; they also recognize that there are a wide range of options which can be used by tribal governments to balance the need for coordination of programs with the need for individually tailored delivery systems, including careful delineation of authorities and responsibilities of the public and private agencies and organizations created by the Tribes; specific reporting and coordination mechanism supplemented by the authority of the Office of Management and Budget's Circular A-95, and other mechanisms which fit the particular organization of each tribe; and

American Indian Higher Education Consortium

WHEREAS: Congress enacted legislation, S.1215 (the Tribally Controlled Community College Assistance Act of 1978) to provide for grants to Tribally Controlled Community Colleges; and

WHEREAS: President Carter, on October 16, 1978, signed into law S.1215 (P.L. 95-471), the "Tribally Controlled Community College Assistance Act of 1978"; and

WHEREAS: The authorization under P.L. 95-471 expires at the end of fiscal year 1982 and no provision has been made to provide financial support to the Tribally Controlled Community Colleges beyond FY '82; and

WHEREAS: It is the policy of the Federal Government to assist Tribes and Alaskan Native entities in their planning, designing, construction, operation, and maintenance of Tribally Controlled Community Colleges, consistent with all legislation; and.

WHEREAS: The American Indian Higher Education Consortium support the development of Tribally Controlled Community Colleges, as well as other tribal institutions for the benefit of Indian postsecondary education.

NOW THEREFORE BE IT RESOLVED, that the American Indian Higher Education Consortium strongly urges and supports federal assistance to reservation-based and tribally controlled higher education programs; and

BE IT FURTHER RESOLVED, that the American Indian Higher Education Consortium strongly supports tribal efforts to create community colleges as a vehicle for the delivery of higher education services and recognizes the importance of the stability of these tribal institutions; and

BE IT FURTHER RESOLVED, that the following statement of policy shall be the position of the American Indian Higher Education Consortium:

While the American Indian Higher Education Consortium supports tribal institutions, A.I.H.E.C. urges the U.S. Congress to make assistance available to all tribal higher education institutions regardless of whether or not the Tribe has chosen to utilize a separately chartered or approved institution of higher education, such as community colleges and that funding for postsecondary educational institutions, upon request of the Tribe, shall go to a tribally chartered program.

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American Indian Higher Education Consortium

The primary intent of this resolution is to support the concept of tribally chartered community colleges where such an institution is deemed appropriate by the Tribe. It is also directed at the larger principle recognizing the preogative of a Tribe to develop its own delivery system instead of being forced to create local institutions on the mandate of the Federal Government, and that pending legislation reflect this preogative; and

BE IT FURTHER RESOLVED, that the American Indian Higher Education Consortium urges the Congress to introduce and enact legislation to amend and extend the "Tribally Controlled Community College Assistance Act of 1978"; and

BE IT FURTHER RESOLVED, that the American Indian Higher Education Consortium urges the Administration to support legislation amending and extending the "Tribally Controlled Community College Assistance Act of 1978".

CERTIFICATION

It is herein certified that Resolution No. 80-23 was herein passed at a duly called meeting of the Board of Directors of the American Indian Higher Education Consortium, with 12 voting yes, 0 voting no, 0 abstain, and 3 absent and not voting, on October 18, 1980.

Elgin BadWound, President
American Indian Higher
Education Consortium

Francine Garreau, Secretary
American Indian Higher
Education Consortium

NATIONAL CONGRESS OF AMERICAN INDIANS

202 E STREET, N.E., WASHINGTON, D.C. 20002 (202) 546-1168

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Eddie Tullis
Poarch Band of Creeks

RESOLUTION NO. 81-434-ED

REAUTHORIZATION OF P.L. 95-471

WHEREAS, There exists a demonstrated need for higher education to be delivered on Indian reservations as an alternative to Indian people being forced to leave the reservation to acquire higher education;

WHEREAS, There is clear agreement among the Congress, the National Indian organizations, the Tribes, and Indian people that such services be subject to local control;

WHEREAS, Congress enacted legislation, S. 1215 (the Tribally Controlled Community College Assistance Act of 1978) to provide for grants to Tribally Controlled Community Colleges;

WHEREAS, President Carter, on October 16, 1978, signed into law S. 1215 (P.L. 95-471), the Tribally Controlled Community College Assistance Act of 1978;

WHEREAS, This legislation provides a needed base of stable funding for post-secondary education on Indian reservations, and provides American Indians with greater educational opportunities near their families, their Tribes, and their places of employment;

WHEREAS, The Tribally Controlled Community Colleges are currently receiving operational grants and training and technical assistance monies under the authority of P.L. 95-471;

WHEREAS, P.L. 95-471 authorizes to be appropriated $25,000,000 for each of the fiscal years and $30,000,000 for the fiscal years beginning October 1, 1981, and $3,200,000 for each of such three fiscal years, for the provision of technical assistance;

WHEREAS, The authorization of P.L. 95-471 expires at the end of fiscal year 1982 and no provision has been made to provide financial support to the Tribally Controlled Community Colleges beyond FY 82;

WHEREAS, It is the policy of the Federal Government to assist Tribes and Alaskan Native entities in their planning, designing, construction, operation, and maintenance of Tribally Controlled Community Colleges, consistent with all legislation;

1

WHEREAS, NCAI supports the development of Tribally Controlled Community Colleges, as well as other tribal institutions for the benefit of Indian post-secondary education,

NOW THEREFORE, BE IT RESOLVED, that NCAI strongly urges and supports federal assistance to reservation-based and tribally controlled higher education programs;

BE IT FURTHER RESOLVED, that NCAI strongly supports tribal efforts to create community colleges as a vehicle for the delivery of higher education services and recognizes the importance of the stability of these tribal institutions;

BE IT FURTHER RESOLVED, that the following statement of policy shall be the position of NCAI:

While the National Congress of American Indians supports tribal institutions, NCAI urges the U.S. Congress to make assistance available to all tribal higher education institutions regardless of whether or not the Tribe has chosen to utilize a separately chartered or approved institution of higher education, such as community colleges and that funding for postsecondary educational institutions, upon request of the Tribe, shall go to the Tribe or to any tribally chartered division of government or to a tribally chartered program.

The primary intent of this resolution is to support the concept of tribally chartered community colleges where such an institution is deemed appropriate by the Tribe. It is also directed at the larger principle recognizing the prerogative of a Tribe to develop its own delivery system instead of being forced to create local institutions on the mandate of the federal government, and that pending legislation reflect this prerogative;

BE IT FURTHER RESOLVED, that NCAI urges the Congress to introduce and enact legislation to amend and extend the Tribally Controlled Community Colleges Assistance Act of 1978, consistent with NCAI policy statement contained in this resolution and subject to NCAI approval;

BE IT FURTHER RESOLVED, that NCAI urges the Administration to support legislation amending and extending the Tribally Controlled Community Colleges Assistance Act of 1978;

BE IT FURTHER RESOLVED, that NCAI establish the reauthorization of P.L. 95-471 as one of its legislative priorities for 1981; and that an NCAI Task Force be established to work on the reauthorization of this major piece of education legislation;

BE IT FURTHER RESOLVED, that NCAI Education Concerns Committee supports the American Indian Higher Education Consortium in its efforts to secure reauthorization of this legislation in FY 1981.

CERTIFICATION

The NCAI General Assembly duly convened at the NCAI 37th Annual Convention in Spokane, Washington on October 27th thru the 31st, 1980, voted to approve this resolution.

NATIONAL CONGRESS OF AMERICAN INDIANS

Ella Mae Horse

Recording Secretary

NATIONAL INDIAN EDUCATION ASSOCIATION / 1115 SECOND AVENUE SOUTH
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MINNEAPOLIS MN 55403
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RESOLUTION IN SUPPORT OF THE REAUTHORIZATION OF P.L. 95-471,
THE "TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978"

WHEREAS: There exists a demonstrated need for higher education services to be delivered on Indian reservations as an alternative to Indian people being forced to leave the reservation to acquire higher education; and,

WHEREAS: There is clear agreement among the Congress, the national Indian organizations, the Tribes, and Indian people that such services be subject to local control; and,

WHEREAS: A major problem in the delivery of these and other services on Indian reservations has been caused by conflicting and arbitrary federal requirements entailing the creation by the Tribes of public agencies, non-profit corporations, governing or advisory boards, and other institutions foreign to our traditional forms of Government, such requirements have made it very difficult for Tribes to develop efficient and effective management and delivery mechanisms which fit into tribal concepts of government; and,

WHEREAS: While the Indian Tribes themselves recognize the need for the creation of sophisticated management and delivery systems for reservation programs, which may lead to the creation of special public or private agencies; they also recognize that there are a wide range of options which can be used by tribal governments to balance the need for coordination of programs with the need for individually tailored delivery systems, including careful delineation of authorities and responsibilities of the public and private agencies and organizations created by the Tribes; specific reporting and coordination requirements for these institutions; creation of a tribal planning coordination mechanism supplemented by the authority of the Office of Management and Budget's Circular A-95, and other mechanisms which fit the particular organization of each Tribe; and,

WHEREAS: Congress enacted legislation, S.1215 (the Tribally Controlled Community College Assistance Act of 1978) to provide for grants to Tribally Controlled Community Colleges; and,

WHEREAS: President Carter, on October 16, 1978, signed into law S.1215 (P.L. 95-471), the "Tribally Controlled Community College Assistance Act of 1978"; and,

WHEREAS: This legislation provides a needed base of stable funding for postsecondary education on Indian reservations, and provides American Indians with greater educational opportunities near their families, their Tribes, and their places of employment; and,

NATIONAL INDIAN EDUCATION ASSOCIATION / 1115 SECOND AVENUE SOUTH
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WHEREAS: The Tribally Controlled Community Colleges are currently receiving operational grants and training and technical assistance monies under the authority of P.L. 95-471; and,

WHEREAS: P.L. 95-471 authorizes to be appropriated $25,000,000.00 for each of the fiscal years beginning October 1, 1979, and October 1, 1980, and $30,000,000.00 for the fiscal year beginning October 1, 1981; and $3,200,000.00 for each of such three fiscal years, for the provision of technical assistance; and,

WHEREAS: The authorization under P.L. 95-471 expires at the end of fiscal year 1982 and no provision has been made to provide financial support to the Tribally Controlled Community Colleges beyond FY '82; and,

WHEREAS: It is the policy of the Federal Government to assist Tribes and Alaskan Native entities in their planning, designing, construction, operation, and maintenance of Tribally Controlled Community Colleges, consistent with all legislation; and,

WHEREAS: The National Indian Education Association supports the development of Tribally Controlled Community Colleges, as well as other tribal institutions for the benefit of Indian postsecondary education.

NOW THEREFORE, BE IT RESOLVED, that the National Indian Education Association strongly urges and supports federal assistance to reservation-based and tribally controlled higher education programs; and,

BE IT FURTHER RESOLVED, that the National Indian Education Association strongly supports tribal efforts to create community colleges as a vehicle for the delivery of higher education services and recognizes the importance of the stability of these tribal institutions; and,

BE IT FURTHER RESOLVED, that the following statement of policy shall be the position of the National Indian Education Association:

While the National Indian Education Association supports tribal institutions, N.I.E.A. urges the U.S. Congress to make assistance available to all tribal higher education institutions regardless of whether or not the Tribe has chosen to utilize a separately chartered or approved institution of higher education, such as community colleges and that funding for postsecondary educational institutions, upon request of the Tribe, shall go to the Tribe or to any tribally chartered division of government or to a tribally chartered program.

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The primary intent of this resolution is to support the concept of tribally chartered community colleges where such an institution is deemed appropriate by the Tribe. It is also directed at the larger principle recognizing the perogative of a Tribe to develop its own delivery system instead of being forced to create local institutions on the mandate of the Federal Government, and that pending legislation reflect this perogative; and,

BE IT FURTHER RESOLVED, that the National Indian Education Association urges the Congress to introduce and enact legislation to amend and extend the "Tribally Controlled Community College Assistance Act of 1978"; and,

BE IT FURTHER RESOLVED, that the National Indian Education Association urges the Administration to support legislation amending and extending the "Tribally Controlled Community College Assistance Act of 1978".

Montana Inter-Tribal Policy Board

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Fort Peck

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Blackfeet
Crow
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Fort Belknap
Fort Peck
Little Shell
Northern Cheyenne
Rocky Boy

Executive Director
Carroll Shaw
Northern Cheyenne

RESOLUTION 81-32

WHEREAS: The Montana Inter-Tribal Policy Board has been organized to represent, develop, protect and advance the economic, cultural, social and political well being of Indian people in the State of Montana; and

WHEREAS: The functions of the MITPB are defined as:

Networking: linking various organizations, tribes or resources for the benefit of sharing information (and other resources) with one another; and

Catalyst: carrying out an activity that leads to the occurance of many related activities; and

Resource Provider: making available information and people with certain technical skills that are valued by the tribes; and

Advocacy: providing support and commitment for causes affecting Montana Indians; and

WHEREAS: The following resolution was presented at the "All Tribal Councils Meeting" sponsored by the MITPB in Billings, Montana (Sheraton) on March 3, 1981; and

WHEREAS: This resolution was deferred to each Council for action by March 12, 1981, final action to be taken by the MITPB at its March meeting on March 12, 1981; and

WHEREAS: Indian Tribes are responsible for the social, economic and educational development of their tribal members; and

WHEREAS: There is a desperate need for vocational and college training on the Indian reservations for the people that cannot leave to go away to school; and

WHEREAS: Congress enacted PL 94-471 entitled: "The Tribally Controlled Community Colleges Assistance Act of 1978", to assist tribes in providing postsecondary educational opportunity for its members; and

WHEREAS: Tribal colleges have been established on the Flathead, Blackfeet, Fort Peck, Crow and Northern Cheyenne Indian Reservation; and

WHEREAS: These colleges have shown immediate growth by fulfilling the need on the reservation for relevant training in tribal government, tribal resource management, business management, and tribal staff development; and

WHEREAS: Sufficient appropriation of funds is necessary for the continued support and development of these colleges; now

THEREFORE BE IT RESOLVED:

That Congress be urged to appropriate the funds necessary to fund each tribal college at the full level authorized by pl 95-471, for FY 82; and

BE IT FURTHER RESOLVED:

That the Assembly of Montana Tribal Councils urge Congress to introduce and enact legislation to amend and extend the "Tribal Controlled Community College Assistance Act of 1978"; and

BE IT FINALLY RESOLVED:

That the Assembly of Montana Tribal Councils urge the administration to support legislation amending and extending the "Tribal Controlled Community College Assistance Act of 1978."

C E R T I F I C A T I O N

I hereby certify that the foregoing resolution was adopted by the Montana Inter-Tribal Policy Board during a noticed and convened meeting held in Bozeman, Montana on March 12, 1981, with a quorum of delegates voting for the proposed resolution.

Don F. Bishop

DON BISHOP
Secretary/Treasurer
MONTANA INTER-TRIBAL POLICY BOARD

William Youpee

WILLIAM YOUPEE
Chairman
MONTANA INTER-TRIBAL POLICY BOARD

Affiliated Tribes of Northwest Indians

RESOLUTION 81-14

RESOLUTION SUPPORTING TRIBALLY CONTROLLED COMMUNITY COLLEGES

WHEREAS: Indian Tribes are responsible for the social, economic, and educational development of their tribal membership, and

WHEREAS: There is a desparate need for vocational and college training on the Indian reservations for the people that cannot leave o go away to school; and

WHEREAS: Congress enacted P.L. 95-471 entitled: "The Tribally Controlled Community College Assistance Act of 1978", to assist tribes in provinding post secondary educational opportunity for its members; and

WHEREAS: Tribal colleges have been established on the Flathead, Blackfeet, Fort Peck, Crow, Northern Cheyenne and Lummi Indian Reservations;, and

WHEREAS: These colleges have shown immediate growth by fulfilling the need on the reservation for relevant training in tribal government, tribal resource management, business management, and tribal staff development; and

WHEREAS: Sufficient appropriation of funds is necessary for the co tinued support and development of these colleges; and

THEREFORE BE IT RESOLVED: That the Affiliated Tribes of Northwest Indians urge Congress to introduce and enact legislation extending the "Tribally Controlled Community College Assistance Act of 1978".

BE IT FURTHER RESOLVED: The Affiliated Tribes of Northwest Indians urge the Administration to support legislation extending the "Tribally Controlled Community College Act of 1978".

CERTIFICATION

The foregoing resolution has been adopted at the special eting of the Executive Council of the Affiliated Tribes of Northwest Indians May 26, 1981 at the Sheraton Hotel, Spokane, Washington.

Connie Skanen, Executive Director

Russell Jim, President

Senator MELCHER. Elgin Badwound, president of the Oglala Sioux Community of Kyle, S. Dak., and president of the American Indian Higher Education Consortium, you may proceed.

STATEMENT OF ELGIN BADWOUND, PRESIDENT, OGLALA SIOUX COMMUNITY COLLEGE, AND PRESIDENT, AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Mr. BADWOUND. Thank you, Mr. Chairman.

I realize that time is of the essence now. We have submitted our testimony in full for the hearing record.

We have heard some comments from the vice president of our tribal council, Mr. John Steele, who attested to our tribe's support of the reauthorization of the bill. I would like to refer the committee to the final page of our testimony, which is a resolution which was passed by the executive board.

I would also like to again acknowledge that we have two other Indian community colleges in the State of South Dakota in addition to the two which are testifying here today. They are the Cheyenne River Community College and the Sisseton Wahpeton Community College. We also have an Indian community college in Nebraska.

I would like to briefly talk about some of the accomplishments which we can demonstrate in terms of the affect on students of our programs at the Oglala Sioux Community College. I would like to refer you to page 3 of our testimony. These are some of the things which we feel are important.

There is always a question of what is happening at the community colleges. What is happening to students? How many students have you had? What are they doing? Where have the gone?

Enrollment has grown from 319 in 1978 to 678 in 1982 at our college. Graduates during this period, that is, from 1974 to 1978, averaged 15 per year. Since 1978, our average has increased to 28 per year. I think we can attribute that to the impact of Public Law 95–471.

The college awards more adult education certificates per year than all reservation high schools combined. Although Public Law 95–471 does not fund these types of program, our having access to this gave us more flexibility to address other areas which are important to the total program at our institution.

Our Lakota studies department provides leadership in the maintenance of tribal culture, values, and language. The mission which has been established and mandated by the tribal council is to preserve, foster, and maintain the culture, values, and language of our people. It is a very important role and a unique role which I think most of the Indian community colleges address.

The college library serves as a community library and provides reference information for the entire reservation.

The college is administering a 4-year teacher training program leading to a bachelor of science degree in education in cooperation with a State college, namely, Black Hills State College which is located in Spearfish, S. Dak. There are approximately 50 students who are currently participating in the program.

Eighty-six percent of our graduates are employed. Most of them are employed on the reservation. Eighteen percent of our graduates have

received bachelors degrees, that is, 4-year degrees. Two percent of our graduates have received masters degrees.

As Mr. Steele pointed out, most of the people play key roles on our reservation. For example, one of the individuals who got a 2-year degree at our community college went on and got bachelors and masters degrees, came back to the reservation, and is now directing the reservation mental health program. I think that is an example of the role which the community colleges play on reservations.

Ten percent of our total graduates are currently continuing their educations, pursuing advanced degrees beyond that of 2 years. Ninety percent of our graduates who have gone on to further their educations have returned to the reservation.

I will give you examples of the kinds of program we have. We have degreed associate of arts programs in agriculture, business, education, general studies, human services, Lakota studies, and nursing.

One final point I would like to make here is also on page 4. We have a number of things we are addressing specifically for our tribal council training needs. As Mr. Steele pointed out, over 50 percent of our elected tribal leaders have their degrees or are currently pursuing courses through our college.

One specific example is the former treasurer of the tribal council. He went through our 2-year business degree program, graduated, and went on to procure the 4-year degree in business. He did some graduate work toward the masters degree in that area, at which time he came back to the reservation and was elected treasurer of the Oglala Sioux Tribe.

I just wanted to point out and share some of the impact of Public Law 95–471 on our program. Again, I would like to mention that the Oglala Sioux Tribe and our community college fully support the reauthorization of this bill.

Thank you for giving us the opportunity today to come before your prestigous committee to share some information with you about our program.

Senator MELCHER. Thank you very much.

Without objection, your complete statement will be made a part of the record at this point.

[The statement follows. Testimony resumes on p. 80.]

PREPARED STATEMENT OF ELGIN BADWOUND, PRESIDENT OGLALA SIOUX COMMUNITY COLLEGE

Mr. Chairman and members of the Senate Select Committee on Indian Affairs, my name is Elgin Badwound and I am President of the Oglala Sioux Community College, which is located on the Pine Ridge Reservation in South Dakota. I would like to thank you for the opportunity to speak to you this morning on behalf of my college. I request that my testimony be included in the hearing record.

Oglala Sioux Community College is in its tenth year of operation and is the second largest tribally controlled community college. Our primary purpose is to serve the educational needs of the Oglala Sioux people on the Pine Ridge Reservation, but we also serve non-Indian students both from within our Reservation, as well as adjacent areas including Nebraska. Approximately 10% of our enrollment is made up of non-Indian students.

Before the passage of P.L. 95-471, we received our funding in part from the higher education operation and support funds available under P.L. 93-638, the Indian Self-Determination and Education Assistance Act. Under this process, the Oglala Sioux Tribe designates a portion of its tribal allocation to its own community college. In this manner, the Tribe has been able to give higher education a high priority and to see that the college receives funding worthy of its importance. Other funding has been and is currently being received from federal programs such as Title III, Higher Education Act and Title IV, Indian Education Act to give some examples.

With the enactment of P.L. 95-471, the community college has been able to improve the quality of its services, stabilize its programs and move along the path toward full accreditation.

P.L. 95-471 has provided a stable funding base around which we can plan and solidify our programs. It has provided funds which are not as restricted as those we receive from other federal programs and it has allowed us to do more than merely survive from year to year while adapting programs to fit requirements for federal grants.

We have experienced some problems with the implementation of P.L. 95-471 as could be expected with any new program, but feel confident that the amendments being introduced in the reauthorization process if enacted will alleviate most of these problems. Our college and Tribe wholeheartedly support the continuance of this important program as its impact on our college and Oglala Sioux people has been immeasurable. We would now like to share more specific information with you regarding the impact of P.L. 95-471 on our college and Tribe.

IMPACT OF P.L. 95-471 ON OGLALA SIOUX COMMUNITY COLLEGE AND THE OGLALA SIOUX TRIBE

1. FUNDING:

We remain dependent upon other federal programs for approximately 60% of our funding. Many of these programs are short term, are being reduced under current budget plans or change significantly from year to year. All of this makes it difficult to plan ahead and build stability into our program offerings. P.L. 95-471 has provided a core funding base with enough flexibility to allow us to plan ahead and stabilize our programs. As other federal funding sources drop out or are drastically reduced, we can depend upon P.L. 95-471 as a core funding source.

2. ACCREDITATION:

We were able to achieve candidate for accreditation status with the North Central Association of Colleges and Schools and our plans are to apply for full accreditation during Spring of 1983. Through P.L. 95-471 operational and training/technical assistance funds we were able to address program needs related to accreditation. For example:

*We are in the process of computerizing our student information systems thereby allowing us access to crucial information needed for sound academic and program planning.

*We are restructuring our financial management process and computerizing portions of the operations to allow us to conduct better financial planning and make better use of dollars coming in to the college.

*We have developed a comprehensive policy manual which spells our necessary policy and procedures leading to more effective operation of our overall college program.

*We have recruited an excellent faculty and support staff and have developed an organizational structure which synthesizes traditional Lakota participatory governance and modern higher education administration.

*We have developed a curriculum and instructional development process which will enable us to improve significantly our course design and upgrade our requirements for instructors.

*We have developed a comprehensive five-year plan focusing upon future training needs of our Tribe.

*The stability of funding is an important criteria for accreditation and P.L. 95-471 is looked upon as providing that necessary element by review teams.

*We have used the technical assistance funds to initiate a staff development program focusing upon critical areas of staff training. For example:

- student recruitment and retention
- internal staff communications
- community development
- planning techniques
- developmental (remedial) education
- curriculum and instructional development

3. ACADEMIC AND PROGRAM ACCOMPLISHMENTS:

*Enrollment has grown from 319 in 1978 to 678 in 1982.

*Graduates in 1974-1978 averaged 15 per year; since 1978 our average has increased to 28 per year.

*The college awards more adult education (GED) certificates per year than all reservation high schools combined produce graduates.

*The Lakota Studies Department provides leadership in the maintenance of tribal culture, values and language.

*The college library serves as a community library and provides reference information for the entire Reservation.

*The college is administering a 4-year teacher training program leading to a B.S. in Education in cooperation with a state college (Black Hills State College) with approximately 50 students participating currently.

*86% of our graduates are employed.

*18% of our graduates have received bachelors degrees.

*2% of our graduates have received masters degrees.

*10% of our total graduates are currently continuing their education.

*90% of our graduates who have gone on to further their education have returned to the Reservation.

*The college provides degree programs in:

- Agriculture
- Business
- Education

- General Studies
- Human Services
- Lakota Studies
- Nursing

4. MEETING OTHER TRIBAL TRAINING NEEDS:

The college provides on-going technical assistance to Tribal agencies. For example:

*The college has a current agreement with the Oglala Sioux Public Safety Commission to train law enforcement officers in the area of criminal justice.

*The college has an agreement with the Tribal CETA Program to provide classroom experiences for program participants.

*The college has agreements with three school systems on the Reservation to provide teacher training and cultural orientation for students.

*We have recently completed a two-day orientation for newly-elected Oglala Sioux Tribal Council members in meeting organization, planning and parliamentary procedures.

*We provide numerous other short-term workshops throughout the year in areas such as proposal writing, economic development and agriculture.

*Plans are currently being developed to train managers of other Tribal programs.

*Plans are currently being developed to develop a Tribal archives to research, collect and store Tribal cultural information.

*Training provided for Tribal programs encompass approximately 300 agency employees annually.

*Over 50% of elected Tribal leaders have our degrees or are enrolled at the College.

*Our agricultural program provides leadership and training in the area of the biggest potential industry on the Reservation-land.

In conclusion, I would like to say that the Oglala Sioux Community College is a vehicle for achieving true self-determination for the Oglala Sioux people. Thank you for taking the time to listen to us regarding our program. I will be pleased to answer any questions you might have.

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Oglala Sioux Community College

P. O. Box 351
KYLE, SOUTH DAKOTA 57752
Telephone (605) 455 2321

COLLEGE PRESIDENT:
ELGIN BADWOUND

BOARD CHAIRMAN:
BIRGIL L. KILLS STRAIGHT

June 11, 1982

The Honorable William S. Cohen, Chairman
Select Committee on Indian Affairs
United States Senate
1251 Dirksen Senate Office Building
Washington, DC 20515

Dear Chairman Cohen:

This letter is to indicate the support of the Oglala Sioux Community College for the reauthorization of "The Tribally Controlled Community College Assistance Act of 1978," P.L. 95-471.

Please know that we sincerely appreciate the work and support of yourself and your staff in making P.L. 95-471 a successful program. We are prepared to provide you and your staff any assistance you may desire in moving the reauthorization effort forward.

Sincerely,

Elgin Badwound, President

Birgil L. Kills Straight, Chairman
Board of Trustees

RESOLUTION NO. 82-21XB

RESOLUTION OF THE EXECUTIVE COMMITTEE
OF THE OGLALA SIOUX TRIBE
(An Unincorporated Tribe)

RESOLUTION TO SUPPORT THE REAUTHORIZATION OF "THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978," P.L. 95-471.

WHEREAS, the Oglala Sioux Tribal Council established and chartered the Oglala Sioux Community College through Ordinance No. 71-01 to provide and coordinate all higher education on the Pine Ridge Reservation, and

WHEREAS, the Oglala Sioux Community College has demonstrated successful operation of its programs and adherance to its mission by providing sorely need training and technical assistance to Tribal members and programs, and

WHEREAS, the Oglala Sioux Community College will continue to play a vital role in the development of the Oglala Sioux Tribe, and

WHEREAS, "The Tribally Controlled Community College Assistance Act of 1978." P.L. 95-471 was enacted to provide financial support to eligible tribally controlled community colleges, and

WHEREAS, the survival of the Oglala Sioux Community College depends a great deal upon the continuance of this important piece of legislation, and

WHEREAS, P.L. 95-471 is currently being introduced for re-authorization, now

THEREFORE BE IT RESOLVED, that the Oglala Sioux Tribal Executive Committee fully support the reauthorization of P.L. 95-471 and respectfully request that Congress support all re-authorization efforts.

C E R T I F I C A T I O N

I, as undersigned, Secretary of the Oglala Sioux Tribal Executive Committee of the Oglala Sioux Tribe, do hereby certify that this resolution was adopted by the vote of: 3 for; 0 against; and 0 not voting, during a session held on the 30th day of April, 1982.

Eileen H. Iron Cloud

Eileen Iron Cloud
Secretary
Oglala Sioux Tribe

ATTEST:

John W. Steele OST-V.P.

Joe American Horse
President
Oglala Sioux Tribe

RECEIVED
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Senator MELCHER. Dr. Joseph McDonald, president of the Salish Kootenai Community College of Pablo, Mont., you may proceed.

STATEMENT OF JOSEPH F. McDONALD, PH. D., PRESIDENT, SALISH KOOTENAI COMMUNITY COLLEGE

Mr. MCDONALD. Senator Melcher, members of the committee, and staff, first I will say this. Congratulations, Senator, on your resounding primary victory in Montana. I wish you all the luck in the world in the upcoming general election.

Senator MELCHER. Thank you.

Mr. MCDONALD. I would like to thank the committee for introducing S. 2623, to amend and extend the Tribally Controlled Community College Assistance Act. I would like to thank you, Senator, for cosponsoring it and the committee and staff for helping to get the legislation going.

I know that you are busy on the campaign and busy with budgetary matters here. I certainly appreciate your willingness to take the time to help us.

The legislation is very important. I know that a lot of people think that we have 2 more years for an authorization, but we are under a mandate to become accredited. The original legislation calls for us to make progress toward accreditation. We have all done that.

Regional accrediting organizations have a procedure which we have to follow. The procedure is to apply and be recognized as a viable institution which is capable of carrying out the mission which it has established for itself. Then you are advanced to candidacy status. Then, for a few years, you continue to prove that you can fulfill that mission and that you can be an institution which will exist for years to come. This is what the accrediting organizations look at.

We received our candidacy status in 1980. We have until 1986 to prove this to the accrediting association. Therefore, as we go into the next 2 years of our candidacy status and begin to look forward to becoming fully accredited, we have to be able to prove to the association, a nonprofit, volunteer organization made up of college professors from schools throughout the Northwest, that we are going to exist and that we have the financial basis to continue to operate and that we will be there in the year 2000 and the year 2020.

That is why this legislation is so important for us to get going now. We are all at various phases of the accreditation process. I think that Oglala Sioux Community College will be evaluated next year and may be advanced to a full candidacy status at that time. I think that Standing Rock and Turtle Mountain are approaching it.

If you do not achieve accreditation status in 6 years, then you are bounced from the candidacy list, and you are just a nonaccredited college and a noncandidate. That could really raise havoc with the colleges if it should happen to them.

I am here testifying on behalf of the five colleges in Montana. I have given a brief summary of what their activities are in the testimony.

I also represent the Lummi School of Fisheries on the Lummi Indian Reservation in Washington. I met with some of them and

talked with some of them on the telephone in developing the testimony.

We have had some problems with Public Law 95–471. They are not insurmountable problems. The legislation addresses these in the amendments.

This morning, as the administration made their proposal, they agreed that they would like to work on substitute legislation, but I am not sure how long we can wait.

As we talked about this, I was reminded of a story about the late John Wooden Legs, a noted Cheyenne leader. We remember this story out home. He said:

> Before General Custer went out to the Little Big Horn that he made the mistake of stopping by the Billings area office to check with them.

They said:

> George, go ahead on out there, but do not do anything until you hear from us.

I am afraid that we may be that way if we do not get going on something and get some legislation forward. We cannot afford to wait.

As we look at the sections of the legislation—although I am not sure that my numbers coincide with S. 2623. I hope that they do. As we go through the legislation, there are some important considerations.

In the dennition of Indian we struck "and eligible to receive services from the Bureau". This is important because the Bureau changes on us all the time. We do not know exactly what they are going to say. We have had a variety of auditors coming to our college over the last 3 years. If we could just say that an Indian is a member of our tribe or a member of any federally recognized tribe, that would simplify it. We would know where we stand.

Our college at home serves Indians throughout the United States. I think we have the broadest representation, probably even more so than Haskell, because we have them from almost every federally recognized tribe in the United States.

We cannot get into blood quantum in determining Indian students because different tribes have different blood quanta. This will not increase the service population of the BIA.

In the purpose section, we have expanded it to include the trust responsibility because we think that it is important that it be paramount in our minds that education is a trust responsibility.

It is important to recognize the importance of physical resources at the college. If you travel around and visit our colleges, we are located in basements and store front buildings. We are on the third floor of an old abandoned elementary school in Ronan, which does not have an access for the handicapped. Schools are located that way.

Blackfeet Community College has acquired a shop. They have a double-wide trailer house and a home which they have purchased. The purpose section looks into these and makes an obligation in the legislation to recognize the importance of the resources.

Planning grants are provided in section 104. This is important because there are a lot of tribes in the Northwest.

I have a resolution here which I would like to have in the record. It is from the Affiliated Tribes of Northwest Indians, made up of 30 some tribes. Several of those tribes would like to get colleges started—

the Coeur d'Alene Tribe, the Colville Tribe—and planning grants are one way for that to happen. They might become available.

We need to count students differently. Right now at home we have about 120 students on a campout on the Jocko drainage of the Flathead Reservation with a tribal elder who is 80 years old, Agnes Vanderberg. She is teaching them what she knows about the tribal cultural practices, but with the present legislation we cannot count these students in our FTE count.

When we teach on the reservation in the true Indian manner, we use the four seasons. We teach throughout the year. You teach different things at different times a year. If we are to adjust our curriculum to be a truly tribal college, then we need to have that flexibility.

As we go on down, the word "feasible" was changed to "eligible." A cutoff date is provided for new colleges because it has been a nightmare, I know, for the administration to try and allocate funds when they have not known when new colleges were coming in. They say that they oppose this. It will not prohibit new colleges from starting. They would just have to have a time line so that they would know when they could start in order to become eligible for funds.

An allocation per student is set in section 8, which allows for inflationary increases which might occur in the future.

Section 109 protects Snyder Act money. Dull Knife Memorial College has a considerable amount of money invested in the Snyder Act.

The need for forward funding is very important. That is section 9. As of now, we have completed the academic year, and we still have a considerable amount of money coming from the Bureau to pay our bills for this past year. We are trying to develop a budget for next year, guessing at what the amount may be. With forward funding, we would be able to look at the budget now and know what we would have for next year, what expenditures we could plan, and what kind of staff we could plan to rehire. Right now, it is really a guessing game.

Wayne alluded to physical resources. They are addressed in sections 112 and 113.

Title III and the endowment are very important. We have been trying to develop an endowment fund at our college. We have some $50,000 which we have acquired for an endowment fund. It is slow. They are hard dollars to get. If we could use, at least, a match of Federal dollars, it would greatly help us.

On behalf of the colleges, I would like to thank you for giving us this opportunity to testify. I hope that the legislation can move as quickly as possible to the Senate and the House. Thank you.

Senator MELCHER. Thank you.

Without objection, your complete statement and the resolution you mentioned will be made a part of the record at this point.

[The statement and resolution follows:]

TESTIMONY FOR THE TRIBALLY CONTROLLED INDIAN COLLEGES IN THE NORTHWEST SUBMITTED BY DR. JOSEPH F. MCDONALD, PRESIDENT, SALISH KOOTENAI COLLEGE

Senator Cohen and Members of the Committee, thank you very much for providing me and my colleagues with the opportunity to talk to you and provide written testimony in reference to PL 95-471 and the proposed amendments. We are deeply indebted to all of you for the interest and concern you've shown toward Indian Education as a whole and for your special help to the tribally

controlled colleges. I am testifying on behalf of Salish Kootenai College of the Flathead Indian Reservation, Montana; Dull Knife Memorial College, Northern Cheyenne Indian Reservation, Montana; Blackfeet Community College, Blackfeet Indian Reservation, Montana; Fort Peck Indian Reservation, Montana; Little Big Horn College, Crow Indian Reservation, Montana and Lummi School of Fisheries, Lummi Indian Reservation, Washington.

With me today, and more than willing to answer questions, are Robert "Smokie" Doore, of Blackfeet Community College Board Chairman; Ted Rowland, President of Dull Knife Memorial College; Mike Telep, President of Fort Peck Community College; Leo Hudetz, President of Little Big Horn College; and Jeanette Kazmir, Acting President of Lummi School of Fisheries.

We are unanimous in our feelings that Public Law 95–471 be accepted and approved by Congress with the amendments that have been presently proposed and introduced into the Senate. As you already know a companion bill is moving through the House of Representatives. We have had some problems in working with the present Public Law 95–471. The problems have not been insurmountable, but the proposed amendments will make the legislation much more workable and beneficial to the students it is intended to serve.

Before I get into a discussion of the proposed amendments, let me give you a brief overview of the tribal colleges that I am representing.

BLACKFEET COMMUNITY COLLEGE

This college was established and began to formally offer instruction in 1976. Its enrollment has grown tremendously since the implementation of Public Law 95–471. During the first year of eligibility, it had 84 Indian FTE, the second year (1980–81) it had 184 Indian FTE and this year it will have about 215 Indian FTE.

The rapid increase in enrollment is due to funding as authorized by Public Law 95–471. This funding has provided for an expanded course offering, progress toward accreditation and technical assistance for a variety of important needs.

Blackfeet Community College serves an isolated area of Montana. It is 100 miles from the nearest postsecondary educational institution with roads that are very difficult to travel on from early fall until late spring. Its curriculum is quite comprehensive and addresses a variety of tribal needs. It is a candidate for accreditation with the Northwestern Association of Schools and Colleges since 1979.

DULL KNIFE MEMORIAL COLLEGE

The college is named in memory of the brave Cheyenne Chief, Dull Knife, who led his people back from imprisonment in Oklahoma to their native homeland in southeastern Montana. Their Indian FTE has increased from 83 in 1979–80 to 125 this present year.

The Northern Cheyenne are the center of some massive coal development for our country. Extensive coal leasing is occurring on nearly every side of their reservation. The college is capitalizing on this development by providing appropriate training in a variety of areas that are leading to employment for its students. As an example, in the latest survey of the 180 carpenters working at Colstrip, 138 are former students of Dull Knife Memorial College. The college is offering a comprehensive general studies curriculum for those going on for bachelor degrees and is offering vocational programs in heavy equipment, building trades, secretarial science and mining technology. It is a candidate for accreditation with the Northwestern Association of Schools and Colleges.

LITTLE BIG HORN COLLEGE

The Crow tribe established Little Big Horn College in 1978. It became eligible for funding under Tribally Controlled Community College Assistance Act for the 1980–81 academic year. It had an Indian FTE of 28 for that year. This year the Indian FTE will be about 80. Funding under Public Law 95–471 has given the college stability in operational moneys. It offers a curriculum of secretarial training, mining technology, general studies and Native American studies.

FORT PECK COMMUNITY COLLEGE

The college was established in 1976 and offered educational programs with the assistance of Title III, 1 percent Set Aside funds and the cooperation of

Dawson and Miles City Community Colleges. Last year it became eligible for funding under Public Law 95–471. It had 51 Indian FTS last year and this year it has about 85. Fort Peck Community College has designed curriculum to meet the needs of the tribe and provides training that will lead to jobs.

It has focused on construction trades including welding in order to take advantage of job opportunity in the area in pipeline construction and the building of coal gasification plants. The college is a long ways from the nearest post-secondary education unit. It offers a general studies and a vocational curriculum. This past month the school entertained a visitation committee from the Northwestern Association of Schools and Colleges. The visiting team will recommend to the Commission on Colleges whether or not Fort Peck Community College should be advanced to candidacy status.

LUMMI SCHOOL OF FISHERIES

The Lummi Tribe established the Lummi School of fisheries several years ago. It operated in cooperation with the local state operated community college with Title III funds. Last year it was granted candidacy status with the Northwestern Association of Schools and Colleges and became eligible for 95–471 funding. It has had about 40 Indian FTE each year of operation. Although the enrollment has not been large, it has had a large impact on the reservation. The Lummi Indians traditionally have lived on the fishing industry as have nearly all of the coastal tribes on the northwestern coast.

The Lummi School of Fisheries has provided training for technicians working in fisheries management, research in raising fish, and knowledge of what fish and marine life need to survive and multiply. Many tribes have utilized the Lummi College to train its technicians and rely on the results on the college's research.

SALISH KOOTENAI COLLEGE

The Confederated Salish and Kootenai Tribes' tribal council established the college in 1977. Educational programs had been offered since 1972 through Flathead Valley Community College. The college was granted candidacy status with the Northwestern Association of Schools and Colleges in 1980. The Indian FTE was 90 in the 1979–80 school year, 118 in 1980–81 and is 162 this year. Many Indian students are not eligible to be counted as Indian students, as defined by the legislation, and the college admits non-Indian students as well. The present enrollment is about 239 of which 162 are Indian FTE.

The college strives to offer curricula that will serve the tribe's needs, meet the desires of the Indian student, capitalize on training for jobs available or that may become available, and preserve and practice the tribe's culture.

Salish Kootenai College offers Forest Technology as forestry is a big industry for the tribe in non-recession years. It offers training in the operation of microcomputers, in paraprofessional counseling, in secretarial science, small business management, construction trades, and general studies.

THE AMENDMENTS

It is evident from the continuous growth of the colleges that there is a need on the respective reservations. It is very important to the tribal colleges that progress be made on the reauthorization of 95–471. A committee made up of representatives from the tribal colleges and congressional staff have worked together on a draft of legislation that amends PL 95–471 and provides for its reauthorization as amended. It is this draft that has been introduced and is being considered today.

I might add that the presidents and board chairperson have had several meetings in which we considered the present legislation and amendments that would benefit the Indian students the most.

The definition of Indian is placed in the hands of the federally recognized tribes and prohibits the use of blood quantum in determining Indian student. This does not increase the service population of the BIA. The purpose of the legislation is expanded to recognize trust responsibility and to recognize the importance of physical resources to the colleges. Education being a trust responsibility has been accepted by the Federal government since the enactment of the treaties with tribes. Planning grants are provided for in Section 104. The grants are limited to five each year and are a maximum of $15,000 each. This will not proliferate tribal colleges, but will help some tribes study the development process of a tribal college. The word feasible is changed to eligible throughout the legislation.

A cut-off date is provided for new colleges becoming eligible so that the BIA can more accurately allocate appropriated funds. This will not prohibit new colleges from starting.

A schedule for maximum allocation per student is set in Section 108. Section 109 protects the Snyder Act monies that some tribal colleges have and provides for BIA scholarship funding to be used by the tribal colleges when determining eligibility for other programs such as Title III. Attention is given to physical resources with authorization for expenditure by the secretary if funds are available. This is done in Sections 112 and 113.

Section 305 of the Act allows for equal match of endowment monies that the tribally controlled colleges have irrevocably committed to the use of their colleges. This endowment match is vital to the longevity of the colleges and will provide the impetus for other sources to contribute much needed financial support for the colleges. Endowment funds are a very important source of revenue for the colleges and these funds will contribute greatly to the viability of the colleges.

The last section of the Act provides that the tribally controlled community colleges be consulted by the Secretary in developing the rules and regulations to implement the Act.

On behalf of the five tribally controlled community colleges in Montana and the Lummi College of Fisheries, I report to you, the Committee, that we have studied the proposed amendments and unanimously agree to them. The amendments certainly strengthen the present PL 95–471 and make it more efficient for everyone involved to implement it.

My tribe, the Confederated Salish and Kootenai Tribe, has passed a resolution urging Congress and the Administration to reauthorize Public Law 95–471. Recently the Affiliated Tribes of Northwest Indians passed a similar resolution. The Affiliated Tribes of Northwest Indians has a membership of 35 tribes throughout Montana, Idaho, Oregon, and Washington. We sincerely hope that the reauthorization of Public Law 95–471 will move quickly through the Senate and the House. The new legislation is desperately needed if the tribal colleges are going to become fully accredited with regional accreditation associations.

Many of the tribal colleges that have candidacy status now will have to become fully accredited in the years between 1984 and 1988. They will not be able to do this without the financial support of the authorization contained in Public Law 95–471.

Thank you for allowing myself and the other colleges the opportunity to testify before you. Many of the colleges I am representing today have written testimony that they would like entered into the hearing record.

Thank you.

AFFILIATED TRIBES OF NORTHWEST INDIANS—RESOLUTION 82–24

Whereas, the Affiliated Tribes of Northwest Indians (A.T.N.W.I.) includes within its scope of goals and objectives the preservation of Indian culture welfare, education and health of all Indian peoples, and

Whereas, at its spring conference on May 17–19, 1982, at Spokane, Washington, the A.T.N.W.I. received the Confederated Salish and Kootenai Tribes Resolution regarding the tribally controlled Salish Kootenai College, and

Whereas, the Salish Kootenai College and other Indian controlled community colleges supports the stated goals and objectives of A.T.N.W.I. in benefiting all Indian peoples by enrolling approximately 2,500 Indian students during fiscal year 1982 in seventeen colleges, and

Whereas, the tribally controlled colleges have designed curriculum, courses and workshops to meet the special needs of their tribes, and

Whereas, the Tribally Controlled Community College Assistance Act of 1978, Public Law 95–471 authorized the expenditure of appropriated monies by the Secretary of the Interior to tribally controlled colleges for fiscal year 1980, 1981 and 1982 and

Whereas, the Omnibus Reconciliation Act of 1981 extended the authorization contained in Public Law 95-471 through fiscal year 1984: Now, therefore, be it

Resolved, That the Affiliated Tribes of Northwest Indians meeting at its spring conference on May 17–19, 1982, at Spokane, Washington, a quorum being present, urges the Congress of the United States and the President of the United States to reauthorize Public Law 95–471, the Tribally Controlled Community College Assistance Act of 1978, through the fiscal year 1988.

CERTIFICATION

The foregoing resolution has been adopted at the spring meeting of the Executive Council of the Affiliated Tribes, May 17–19, 1982, at the Sheraton Hotel, Spokane, Washington.

RUSSELL JIM,
President.
CONNIE SKANEN,
Executive Director.

Senator MELCHER. We will also add to the hearing record the testimony of Carol C. Juneau, president of the Blackfeet Community College at Browning; testimony from Gerald Monette, president of the Turtle Mountain Community College; testimony submitted by the Standing Rock Community College at Fort Yates, and the letter addressed to me and the rest of the Montana congressional delegation by Roberta Ferron, coordinator of Native American studies from Eastern Montana College. Without objection, these will be made part of the record at this point.

[The material follows. Testimony resumes on p. 168.]

The library/learning resource center is available to the students with the library in its developmental stages in 1981-82.

Facilities for office space, some classroom space, and library is centralized in Browning, Montana, in 1981-82. The current facilities are over-crowded and are not adequate for present needs and future needs. There is an immediate need for renovation of these facilities to provide for more classroom space for 1982-83 academic year and to correct problems with adequate heat, water lines, lighting and life safety needs. Other facilities are used for classroom instruction including the public schools, catholic church center, other tribal program facilities.

P.L. 95-471 FUNDING IMPACT ON BLACKFEET COMMUNITY COLLEGE:

P.L. 95-471 Operational Grants and Training/Technical Assistance Grants have been available to the Blackfeet Community College since Fiscal Year 1980. The first P.L. 95-471 Operational Grant check was received in June 1980. The Blackfeet Community College has utilized P.L. 95-471 for operational costs since Fiscal Year 1980 and contributes many of its major accomplishments to P.L. 95-471 funding. Some of these accomplishments are listed below. In addition, a statistical summary is also included for your review on page 4. No. 11.

1. Improved and expanded curricula offerings. The Native American Studies Program, Business Management Program, and Teacher Training Program are three new programs implemented in 1981-82 academic year. The improved and expanded curriculum has more than doubled the enrollment at the college and FTE over the past three years.

2. Improved services to students in the areas of student support such as a job placement center office, strengthened financial aid advisement, peer counseling services, tutoring program for students record management, and management of the student supportive services area.

3. Improved library and learning resource center for the students. The library is in its developmental stages and needs more financial support to fully support the curriculum of the college, but it is operational and had 664 library users from January 1, 1982 to March 15, 1982.

4. Improved Institutional support for the college in financial management, improved facilities through the centralization of all offices in 1981-82, and other administrative/management services to the college.

5. Student enrollment has increased from 265 students enrolled in 1976-77 to 684 students enrolled in 1981-82.

TESTIMONY FOR THE REAUTHORIZATION OF P.L. 95-471, TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978 - FOR THE SENATE SELECT COMMITTEE ON INDIAN AFFAIRS - JUNE 15, 1982; SUBMITTED BY CAROL C. JUNEAU, PRESIDENT, BLACKFEET COMMUNITY COLLEGE, BROWNING, MT.

Mr. Chairman and distinguished members of the subcommittee, my name is Carol Juneau. I am the President of the Blackfeet Community College of the Blackfeet Indian Reservation in Montana. I am very honored to present to you written testimony on behalf of the Blackfeet Community College in asking for your help and support in the Reauthorization of P.L. 95-471, the Tribally Controlled Community College Assistance Act of 1978.

I would like to present this testimony in the following format - a brief overview of the college, impact that P.L. 95-471 has had on the college, the needs of the college and recommendations on the Re-authorization of the Act. I have prepared packets for each of you on the Blackfeet Community College with information on enrollment, FTE, graduate information, fiscal status, curriculum data, library data, candidate status information, needs assessment data, student testimony in support of P.L. 95-471 and other information that will give you a more complete picture of the Blackfeet Community College.

OVERVIEW:

Blackfeet Community College is located on the Blackfeet Reservation in the northwestern part of the State of Montana. The Blackfeet Reservation is approximately 1.5 million acres in land base and has a tribal enrollment of 12,245 members, with approximately ½ living on the reservation. The total reservation population is approximately 10,000. The Blackfeet Tribe chartered the Blackfeet Community College in 1976 to provide post-secondary and higher educational services to the people of the reservation community.

The college is accredited by Northwest Association of Schools and Colleges as a Candidate Status Institution. Candidate Status was recently re-affirmed in December 1981 for two more years. The Blackfeet Community College has the goal of achieving full accreditation as an Institution of Higher Education on or before 1985-86 academic year.

The college is providing the following six (6) complete programs of study in 1981-82:

Secretarial Science, Native American Studies, Human Services Technology, Business Management, General Studies, Teacher Training and a Human Development Program.

Supportive services to students include academic advisement, financial aid counseling, tutoring program, peer counseling program, women's resource center, job placement services, child-care referral service, some student transportation. Financial Aid Programs include PELL grants, a small work-study program and SEOG program, veteran's benefits, social security, vocational rehabilitation, and others with most of these financial aid programs on a limited basis to eligible students. The financial aid need of students remain one of the major needs of students.

6. Candidate Status was re-affirmed by the Commission on Colleges of Northwest Association of Schools and Colleges on December 1981, with the Team providing favorable comments on the college in its progress from the first evaluation visit in 1979.

7. Graduates of the college have increased each year with 10 graduating in 1980-81 with A.A. degrees and 24 in 1981-82 with A.A. or A.A.S. Degrees. (This does not include the certificate programs which are shorter in duration such as the secretarial science programs). In a follow-up study of the A. A. degrees graduates over the past six years, we have found the following:

   Three (3) went on to a 4-year college and received their Bachelor's degree.

   One (1) has received both her Bachelor's and Master's degree.

   Six (6) are currently enrolled in a 4-year college.

   One (1) is currently enrolled in a Master's program.

   Ten (10) are now employed in tribal programs on the Blackfeet Reservation.

   Six (6) are now employed in other programs on the Blackfeet Reservation.

   One (1) is unemployed. (seeking work)

   One (1) is enrolled at the Blackfeet Community College in other degree program.

   One (1) is at home with family.

8. Transferability of credit to the Montana University System was made possible after working with the Montana Board of Regents and the President's of the Montana University System's Colleges. On June 23, 1980, the Montana Board of Regents revised their policy on transferability of credit to allow credits from Candidate Institutions to transfer to their institutions.

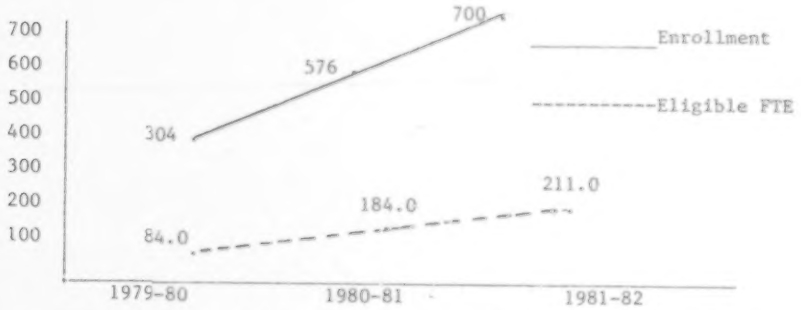
   We have a number of students transfer successfully to the Montana University System and a couple of students to out-of state colleges also.

9. The Training/Technical Assistance Grants provided via P.L. 95-471 have strengthened the college in many areas. Some of the projects included: Financial Policies and Procedures Manual, Student Handbook, Registrar/Admissions Policies Manual, College Planning Survey for curriculum and college planning for the future, curriculum development in math/science areas, student records management, in-service training for faculty and staff of the college, and other such projects which have strengthened the college and its personnel in delivering educational services to this community.

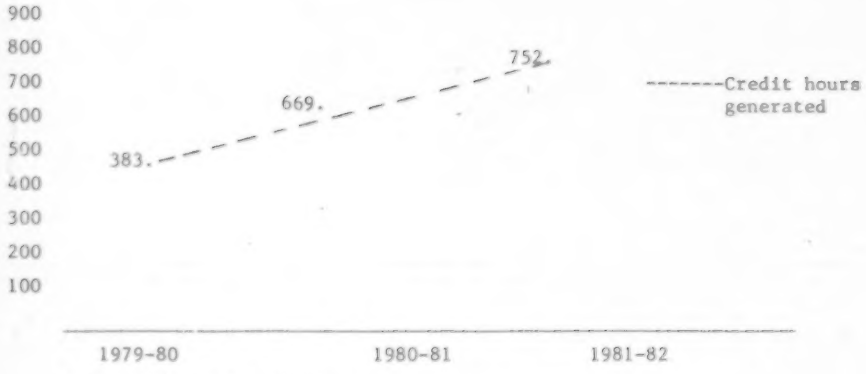
10. The services to the Tribe and community have increased, but the college has the potential for even greater service to the Tribe and community. A Research Component is an area the college is exploring for the future. Some of these services include working with the Tribal Council in research projects such as the Social and Cultural Impacts of Natural Resources Development, providing instruction to tribal program staff for upward mobility programs, working with local educational projects such as the Reservation Wide Education Conference, Radio Feasibility Study for the Reservation, serving on local educational committees such as Johnson O'Malley, Head Start, and Title IV Parent committees, the Student Association sponsored the pow-wow during the last educational conference which was very successful, dissemination of materials and information to the community on educational programs and other programs to increase awarenes.

    Through the educational services provided and community services provided, the college has become a leader in Indian Education on the Blackfeet Reservation.

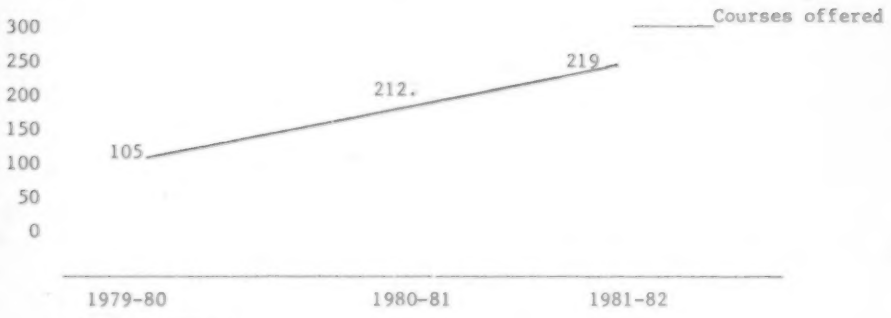
11. Blackfeet Community College - statistical charts of three year's of funding under P.L. 95-471 operational grants - Enrollment, Courses offered and credit hours of instruction.



ENROLLMENT (Total full-time and part-time) and FTE (Eligible)



CREDIT HOURS OF INSTRUCTION



COURSES OFFERED

12. The students attending the Blackfeet Community College have asked to have the following statements included in this testimony in support of the Reauthorization of P.L. 95-471, and I am very pleased to add these comments on what the Blackfeet Community College has done and is doing for students:

TO WHOM IT MAY CONCERN:

I am a full-time student at the Blackfeet Community College, Browning, Montana. Without the college I would not be able to work towards an A.A. degree. The only reason I am able to attend school is because the college is located in my home town. I can live here a lot cheaper than away from the reservation.

The courses are designed to benefit me as a student. I am 25 years old and I have been out of high school for many years. When I returned to school, at the University, I did poorly because I was confused and unable to understand the professors. My classes at BCC are small and the professors are interested in me as a student.

Without the college, I would probably be collecting welfare.

Sincerely,

Belle Weather Wax

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TO WHOM IT MAY CONCERN:

I am a student at Blackfeet Community College, Winter Quarter. This is my first quarter here. Before, I was in Missoula, Mt. trying without success to attend their university, because of financial problems and living conditions. In moving back to Browning I was able to begin my educational goals without any difficulty. I know it was much easier all around because my family, relatives and friends are here. They can lend a helping hand, which I desperately needed. Also, the college staff was very helpful. I hope to continue my education here at the college and apply it towards my ultimate goal: Graduating from Law.

I know the Blackfeet Community College helps immensely many citizens on the reservation and is upgrading the level of education on the reservation. It is a great enlightment towards uplifting the standards of living for Native Americans.

Sincerely,

Daisy Sherman

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The list above is only a brief summary of the major highlights of what P.L. 95-471 has made possible. The Blackfeet Community College has developed into a quality and viable Institution of Higher Education recognized throughout the State of Montana and in Indian Higher Education throughout the United States. We firmly believe that Blackfeet Community College would not have achieved what it has in the past six years and would not be where it is today without the help of P.L. 95-471 Grant funds.

TO WHOM IT MAY CONCERN:

Blackfeet Community College has helped me in furthering my education. They offered classes that are going towards my degree and were very valuable to me. BCC has benefited me so now I can go on to a four-year institute.

Sincerely,

Cassie Calf Looking

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TO WHOM IT MAY CONCERN:

The Community College has given me the opportunity to acquire my A.A. degree, by providing the necessary classes needed, and providing a facility within the community which will eliminate my having to relocate my family elsewhere.

One of the best advantages, I have seen, is the flexibility of the classes. This enables one to work at a full-time job and still go to school. The classes are challenging and well taught by the instructors.

Having a facility to attend, in the midst of our community, has given the incentive to a lot of persons to go on to a higher education, where before they were unable to do so, because of money problems, jobs, children in school.

More and more students (persons) are and will be taking advantage of the college, which strengthens our tribal reservation and provides better and much more self-supporting and self-assured person.

Sincerely,

Linda Warden

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TO WHOM IT MAY CONCERN:

The Blackfeet Community College has benefited my education very much since I received my GED from the BCC Human Development Program.

I am now attending regular classes and I feel extremely lucky to be able to prepare myself here at home to attend a University later on in my life.

This letter is to ask you to please help keep the doors of BCC open to young Indian women like myself. Budget cuts would hurt the colleges ability to deliver needed services and courses that is so greatly needed to help us survive in today's world.

Sincerely,

Susan Archambault

BLACKFEET COMMUNITY COLLEGE FUTURE NEEDS:

As a developing Institution of Higher Education, the Blackfeet Community College continually faces new challenges and has continuing needs to meet its goal of full accreditation as an Institution of Higher Education before 1986 and to continue to meet the needs of the people of the Blackfeet Indian Reservation. Some of these needs are identified below:

1. Stable funding: A stable financial base not only for the immediate future but for the long range future is a major need of the College. This has been one of the recommendations made by Northwest Association of Schools and Colleges in both their evaluation visits of 1979 and the recent visit in October 1981. Without stable funding, the Blackfeet Community College will not be able to achieve full accreditation and planning for the future is difficult without a stable financial base. With adequate appropriations levels in the future and with Reauthorization of P.L. 95-471, the requirements of stable funding can be achieved.

2. Expanded Curriculum: needs to be planned for and implemented. Also, strengthening of current programs of study needs to be completed. Full-time faculty in the areas of math, science, and English are needed. The College Planning Survey recently completed by the college has identified new community needs into new areas of study such as vocational education, health education, natural resources education, agricultural/ranching, and other areas that have not yet been offered.

   Also, the outlying communities of the Reservation need improved delivery of services. Satellite centers in these communities have been identified as a need, but budgets have not allowed for this expansion.

3. The library/learning resource center needs financial support to increase and strengthen its holdings to support the current programs of study and new programs of study that will be offered in the future. The development of a tribal archives is also needed which could be housed within the Blackfeet Community College library.

4. Student Supportive Services needs to be expanded in all areas. Additional staff are needed in the areas of the Registrar/Admissions office and Financial Aid Office, and at the present time budgets do not permit this expansion. Two of the current student supportive staff positions will be lost in 1982-83 due to budget cuts that are proposed in other education programs which will impact the services now currently available. P.L. 95-471 will need to absorb these services if possible in 1982-83.

5. Facilities are an urgent need of the college. Adequate facilities with office space, classroom space, library space, student center, educational lab, science laboratories, audio-visual center, and other supportive space is needed. Present facilities do not provide this.

Classrooms are scattered among the public schools, college center, tribal facilities, and catholic church center. The college currently has needs for funds for renovation and a long range goal of new facilities that are designed for the delivery of educational services.

6. Budget Cutbacks that are proposed for 1982-83 (FY 1983) and the future will have a devastating effect on all of Indian Education throughout the United States if these cuts are realized. The Blackfeet Community College will also be drastically affected by these cuts. Some examples are:

   A. No funds were appropriated for new competing programs for 1982-83 program year under the Vocational Education 1% Set Aside Program. Blackfeet Community College would have been a new competing program for 1982-83. Therefore, without the opportunity to apply for this program, Blackfeet Community College will need to either cut the two programs that are currently funded by the Vocational Education 1% Set Aside Program in 1981-82 or try to absorb some of the costs under P.L. 95-471 to continue these programs in 1982-83.

   B. Student Finanical Aid Programs that are proposed for major cuts in 1982-83 will affect approximately 95% of the student population at Blackfeet Community College. The majority of the students attending Blackfeet Community College are eligible for these programs and need adequate financial aid to meet their educational costs in order to achieve their goals.

   C. BIA is proposing a $2,475.00 per eligible FTE amount for 1982-83. The current amount for 1981-82 is $2,820.00 as of now. Therefore, there will be a loss of $345.00 per eligible Indian FTE in 1982-83 based on these figures.

      Alternative funding has been recommended, but this becomes an extremely difficult plan in light of budget cutbacks that are affecting so many programs that now provide services to Indian people. Tribal governments as alternative resources is not a viable source as tribal governments are now faced with meeting the survival needs of their tribal members in employment, housing, social services, and other survival needs due to the loss of many federal programs on Indian reservations.

      Another alternative funding source for developing Institutions is Title III Higher Education Act, Institutional Aid Programs. But, eligibility criteria established for 1982-83 applications restricted so many colleges from even being eligible to apply. Blackfeet Community College is one of these colleges that looked forward to applying to the Institutional Aid Programs for financial assistance, but was declared ineligible.

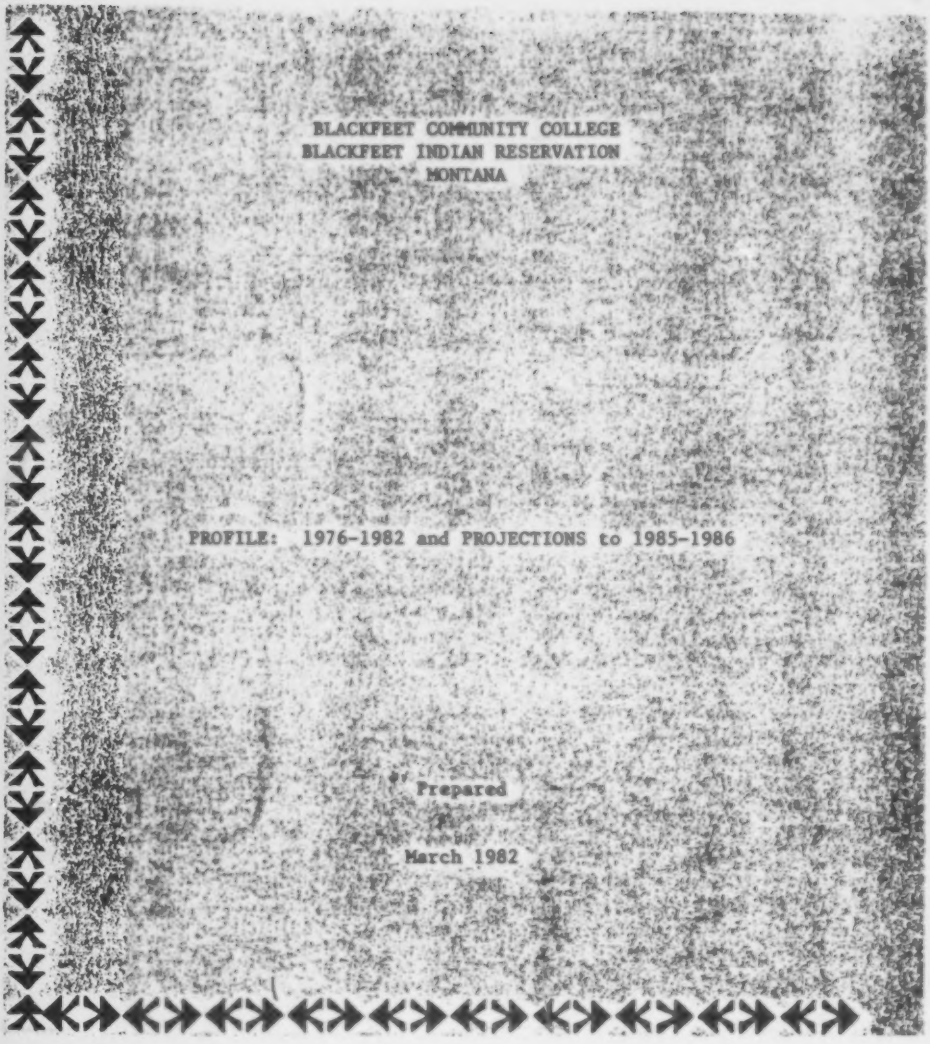
With cuts in appropriation's levels and cuts in programs, Blackfeet Community College will also have to cut programs, which will decrease enrollments, thus decreasing FTE which is required for P.L. 95-471 funding!

Therefore, in light of budget cutbacks facing the college in 1982-83, P.L. 95-471 becomes one of the only resources that can be used in planning and has become the only hope and lifeblood of the college for the future.

7. Another need that the college needs to address in the future is the development of a research component. Some work has been done in this area, but it has been limited to small short-term projects for the Tribe and community. The potential for the development of a Research Department of the college to assist the Tribal Government and community is very great and the college needs to consider this in its development in the future.

We need your help and your support to insure that P.L. 95-471 will be re-authorized to continue to support the Blackfeet Community College and other eligible Tribal Colleges throughout the United States in the delivery of post-secondary educational opportunities to the people of our respective reservation communities. Without P.L. 95-471, Blackfeet Community College and other tribal colleges will face potential closure in 1984-85.

Thank you very much for allowing me this opportunity to submit written testimony on this vital piece of legislation for Indian people.



BLACKFEET COMMUNITY COLLEGE
BLACKFEET INDIAN RESERVATION
MONTANA

PROFILE: 1976-1982 and PROJECTIONS to 1985-1986

Prepared

March 1982

INTRODUCTION

The following profile of the Blackfeet Community College shall provide the reader with basic statistical data on all aspects of the College from the 1976-1977 academic year to the current academic year. The profile further includes a five year projection and planned programs.

The reader should remain cognizant of the non-statistical aspects afforded students that provide positive and humanistic opportunities for local Indian people. These include strengthening the self-worth of individuals through education, upgrading the economic status of individuals through upward mobility and better employment opportunities, and the improved management of tribal programs.

BLACKFEET COMMUNITY COLLEGE PROFILE

BLACKFEET RESERVATION

The Blackfeet Reservation is located in the northwestern section of the State of Montana, bordered on the north by Canada and the west by the Rocky Mountains. The reservation is approximately one and one-half million acres of spectacular beauty with mountains, grasslands, timber and many lakes and streams.

The Blackfeet Tribe has an enrollment of 12,245 members with approximately ½ living on the Reservation. The Blackfeet Indians were the most powerful tribe on the northern plains. At one time their territory extended west of the Rocky Mountains from the northern Sasketchewan River to the headwaters of the Missouri River, to what is now Yellowstone National Park.

BLACKFEET COMMUNITY COLLEGE MISSION STATEMENT

The Blackfeet Community College recognizes the need for quality education in its quest for survival in the future. The Blackfeet Community College, a tribally chartered institution of Higher Education, is a tribal effort to achieve harmony between educational advancement and cultural preservation. The college, reflecting the needs of the tribe, will provide access to education for all people on the reservation who wish to participate in the betterment of their own future and that of the Blackfeet Tribe. The Blackfeet Community College will provide post-secondary education that enhances the Blackfeet people without needless harm to their sovereign way of life.

BLACKFEET COMMUNITY COLLEGE PROFILE 1981-82

1. Name: Blackfeet Community College

2. Location/Address: Blackfeet Indian Reservation
   Box 819
   Browning, Montana 59417

3. Telephone: (406) 338-5411

4. Contact: Carol C. Juneau, President

5. Legal Authority: The Blackfeet Community College is chartered by the Blackfeet Tribal Business Council the governing body of the Blackfeet Indian Reservation through their constitutional authority as a public non-profit corporation to provide post-secondary educational services to the people of the Blackfeet Reservation.

6. Board of Regents: The Blackfeet Tribal Business Council appoints a seven member Board who serves as the Board of Regents for the Blackfeet Community College along with the President of the student association. The Board is called the Blackfeet Board of Tribal Educators and operates under the authority of the Tribal Charter and By-Laws of the College.

7. IRS Data: The Blackfeet Community College is a tax-exempt non-profit IRS Corporation under 501C (3) as of August 1979.

8. Accreditation: Blackfeet Community College received Candidate Status from the Commission on Colleges of Northwest Association of Schools and Colleges on December 1, 1979. Candidate Status was re-affirmed by Northwest Association of Schools and Colleges in December 1981 for two more years. Blackfeet Community College has a goal of achieving full-accreditation on or before 1985-86 academic year.

9. Length of Operation: Blackfeet Community College delivered it first instructional services of five courses in Fall Quarter 1976 to 67 students. This is the sixth year of operation on the Blackfeet Indian Reservation.

10. Curriculum: The College provides the following programs of study and courses in the 1981-82 academic year:

    Business/Secretarial
    Human Services Technology
    Human Development Program
    Teacher Training Program
    Native American Studies Program
    General Studies Program
    Business Management Program
    Vocational Education (short-term programs in the construction trades)
    Community Services Courses

11. Facilities: Blackfeet Community College is headquartered in Browning, Montana, which is the trade/cultural center of the Blackfeet Indian Reservation. Facilities for some classroom space, office space, library, student center are centralized and rented in 1981-82. Blackfeet Community College also utilizes the Public School facilities and various other community facilities in Browning and outlying communities on the reservation for delivery of instruction.

12. Student Profile: Blackfeet Community College provides educational services to individuals who are 18 years of age and older who meet the criteria of - high school graduate, GED certificate, or the ability to benefit from training to be offered.

During the past five years the college has served:

	INDIAN	NON-INDIAN	TOTAL
1976 - 1977	219	46	265
1977 - 1978	176	49	225
1978 - 1979	213	92	305
1979 - 1980	272	32	304
1980 - 1981	517	59	576
1981 - 1982 (Fall Quarter 1981 enrollment was 376 students)			

13. Student Supportive Services: Blackfeet Community College Student Services provides supportive services to students in areas of counseling, academic advisement, tutoring program, peer counselor program, Women's Resource Center and counseling, financial aid counseling and financial aid to eligible students-(PELL, Work Study, SEOG, Veteran's and others).-(The financial aid program is still not adequate to meet all the needs of the eligible students) registration, official student records, some transportation, some child-care services and Job Placement services.

14. Staff: Blackfeet Community College currently in 1981-82 has 28 staff. 86% are Native American. There are 6 full-time faculty included in this and the majority of other faculty members are part-time faculty who are hired to teach courses in all the programs of study.

15. Funding: Blackfeet Community College budget in 1981-82 as of February 1982 is $1,167,816.40 with the following resources:

P.L. 95-471, Tribally Controlled Community College Assistance Act; Vocational Education 1% Set Aside Program; Tribal Funds; Women's Educational Equity Act; Title IV, Indian Education Act Part B and C.; General Fund Revenues (tuition/fees). This is tentative as of February 1982 as the final P.L. 95-471 grant award will not be known until July 1982 and other resources are pending such as the P.L. 93-638 contract for Adult Education due to lack of information from Bureau of Indian Affairs.

16. Other Services: Blackfeet Community College library is now operating with 3,000 volumes. Community Services - Blackfeet Community College assists with local community projects such as the local Indian Education Conference, working with various Indian Education committees and with the Tribal Council in research/projects.

ENROLLMENT/FTE/GRADUATE STATISTICS

Blackfeet Community College enrollment, FTE (Eligible) and graduate statistics are included on attached page.

Projections to 1986-87 academic year are also included for each area. Projections are based on estimates only with percentage increases for each year.

The enrollment from 1976-1982 has fluctuated as can be seen; therefore, it is difficult to determine any trends based on past enrollment.

Enrollment and FTE is projected to increase every year. Enrollment is estimated at 50 additional students per year and eligible FTE is estimated to increase approximately 9% a year based on the increase estimated between 1980-81 (184) and 1981-82 (215 estimated).

Factors influencing increased enrollment include:

A. Increased unemployment rate which was 50% in September 1981 based on College Planning Survey (prior to budget cuts). It is estimated at 60% currently (March 1982).

B. Students who were attending college elsewhere are returning home due to loss of financial aid due to budget cutbacks.

C. Expanded Curriculum offerings now available.

D. Expanded financial aid services to students.

BLACKFEET COMMUNITY COLLEGE STUDENT PROFILE AND PROJECTIONS

Enrollment and FTE Statistics

Academic Year	Indian	Non-Indian	TOTAL	FTE (Eligible)
1976-1977	219	46	265	Not Available
1977-1978	176	49	225	Not Available
1978-1979	213	92	305	Not Available
1979-1980	272	32	304	84.0 per audits
1980-1981	517	59	576	184.0 per audits
1981-1982 Spring 82 not available	FQ 81 342 WQ 82 300	FQ 81 34* WQ 82 94*	FQ 376 total WQ 394 700	FQ 81 222 WQ 82 213
1982-1983 (projections)	675	75 (10%)	750	234 9% Increased [1]
1983-1984 "	720	80 (16%)	800	255 9% Increased [1]
1984-1985 "	765	85 (10%)	850	278 9% Increased [1]
1985-1986 "	810	90 (10%)	900	303 9% Increased [1]
1986-1987 "	855	95% (10%)	950	330 9% Increased

* Non-eligible FTE, does include some Indian students not included in eligible FTE.
1 FTE is estimated to increase 9% a year based on increase from 1980-81 to 1981-82 yrs.

BLACKFEET COMMUNITY COLLEGE GRADUATES:

Academic Year	AA Degree/AAS Degrees	Certificates [1]
1976-1977	3	-
1977-1978	6	-
1978-1979	3	-
1979-1980	6	4-Human Services 45 Argonne 36-Building Trades
1980-1981	10	19 HUD 22CERT 32 Building Trades 10 Argonne
1981-1982	30	50 HUD 6-Human Services, 7-Sec. Science, 50-Voc. Ed.
1982-1983 Projection	Estimated 40 (10 Increase per year)	Short-term Prog 30 estimate **
1983-1984 "	50 "	35 estimate
1984-1985 "	60 "	40 estimate
1985-1986 "	70 "	45 estimate
1986-1987 "	80 "	50 estimate

1 Short term programs of study ** Lower estimate as some programs are losing funding in 1982-1983 and funding is not known for some programs for 1982-83.

Academic Programs

2-Year Degree Programs	1976-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-
*General Studies	X	X	X	X	X	X	X	X	X	X
Human Services Tech.		X	X	X	X	X	X	X	X	X
Human Development (ABE)		X	X	X	X	X	X	X	X	X
Secretarial Science/Bus. Ed.			X	X	X	X	X	X	X	X
Native American Studies						X	X	X	X	X
Teacher Training						X	X	X	X	X
Business Management								X	X	X
Natural Resources								X	X	X
Health Administration								X	X	X
Tribal Management									X	X
Paralegal Training									X	X
Early Childhood Dev. Educ.										X
Pre-Nursing										X
Law Enforcement								X	X	X
Forestry Surveying								X	X	X
Forestry Technician										
*General Studies (Emphasis):							X	X	X	X
Math							X	X	X	X
Life/Natural Science								X	X	X
English/Humanities								X	X	X
History								X	X	X

NOTE: Offered with Flathead Valley Community College up to Academic Year 1979-80.

NOTE: All of the above curricular offerings are viable according to the College Planning Survey

Credit Hours Generated

Academic Year	Fall	Wtr.	Spr.	TOTAL
1976-77	31	48	59	138
1977-78	68	58	38	160
1978-79	62	60	64	186
1979-80	101	139	143	383
1980-81	243	206	220	669

NOTE: Credit Hours Generated increased 4 times in 4 Years.

Number of Faculty

Academic Year	Full-time	Part-time	TOTAL
1976-77	0	36	36
1977-78	0	30	30
1978-79	0	43	43
1979-80	8	46	54
1980-81	8	59	67

Curriculum Divisions

Business — Communication & Arts — Native American Studies

Education — Science, Math & Technology — Social & Behavioral Sciences

Human Development Education — Community Services

Industrial Arts

Current 2-Year Degrees

General Studies
Secretarial Science/B.E.
Teacher Training
Native American Studies
Business Management
Human Services Technology

BLACKFEET COMMUNITY COLLEGE FINANCIAL RESOURCE INFORMATION
1976-1977 TO PRESENT 1981-1982 AND PROJECTIONS THROUGH 1985-1986

Attached is a summary sheet covering all financial resources that have been received by the Blackfeet Community College since 1976-1977 up to the present year 1981-82. Projections have been made up through 1985-1986 program year, but many projections are not stable due to budget cutbacks proposed. Therefore, for those that we do not have any information on or will be applying for funds for, we have put question marks as we cannot realistically state what the funding levels will be.

There were some resouces available to the college over the past six years that are not listed, but these are resources that provided services to the college, not financial resources. These include such areas as CETA employment, in-kind services for classroom space, para-professional counselor position through Flathead Valley Community College through 1981-1982 program year.

This summary is intended to give the reviewer an overall view of the fiscal resources of the college and the outlook for the future.

P.L. 95-471 is estimated for the next five years as appropriations levels are not known and FTE is estimated.

For 1982-83 program year, the same budget as is available to the college in 1981-82 will be needed to maintain the current programs and services. But, as can be noted, some of the programs are being closed this year due to loss of funds from budget cuts. Therefore, P.L. 95-471 will need to absorb some of these lost funds to continued necessary services in 1982-83 if possible. In actuality, there will be cuts made in services in 1982-83 due to necessity but at this time, these cuts are not finalized.

BLACKFEET COMMUNITY COLLEGE FINANCIAL RESOURCES 1976 - 1977 TO PRESENT AND PROJECTED FINANCIAL NEEDS

	RESOURCE	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986
1	P.L. 95-471 Operational Grant	-	-	-	$264,761	$363,198	$674,023	234 x $4,000 $936,000	255 x $4,000 $1,020,000	278 x$4,000 $1,112,000	303 x 4,000 $1,212,000
	Vocational Education 1% Set Aside	-	-	-	38,399	$ 44,741	$ 52,458	No funds For new projects	Depending upon Appropriations and successful applications		
	Title III, Higher Education Act	$32,000	$35,000	$35,000	$145,815	$100,000	-	Not eligible to apply	?	?	?
	P.L. 93-638 Strengthen Tribal Govt. Grant	$ 5,000	$ 5,000	-	$ 5,000	-	-	-	-	-	-
	P.L. 93-638 Contract Adult Education	-	-	-	$ 41,400	$ 42,028	$ 47,124	$ 48,600	Depending on Appropriations & ZBB Process		
	WEEA Grant	-	-	-	-	2-Year funding $ 75,979	$ 89,151	Pending Appropriations	?	?	?
2	CERT Contract for Natural Resources	-	-	-	-	(1 year) $ 45,000	-	-	-	-	-
2	Argonne National Lab. Grant for Natural Resource Training	-	-	$15,000	$ 32,989	$ 17,000	No Funds	-	-	-	-
	Title IV, Indian Educ. Grant, Part C.	-	-	-	-	-	$145,307	Pending Grant 1982 to 1985	Application for		
	Title IV, Indian Educ. Grant, Part B.	-	-	-	-	-	Est. $195,307	Est. $246,452	Est. $268,633	Est. $292,810	-
	P.L. 95-471 Training/ Technical Assistance	-	-	-	$36,937	$ 21,706	Est. $ 15,000	Depending on Appropriations	?	?	?
	Tribal Grant	-	-	$28,254	$40,000	$ 20,000	$ 13,600	$ 13,600(est.)	?	?	?
3	Tuition/Fees General Revenue	-0-	-0-	$ 1,547	Income $42,482	(exp.) $ 43,631	Income $ 18,865	Est. $ 77,175	Est. $ 85,050	Est. $ 93,555	Est. $103,005
	Campus-Based Aid Students BEOG/PELL, Work-Study, SEOG	-	-	-	-	BEOG Only	BEOG,NS SEOG, SSIG	Same (Student Financial Aid is proposed for major cuts)	Same	Same	Same
2	Radio Feasibility	-	-	-	-	$ 5,000	-	-	-	-	-
2	ITYP	-	-	-	$35,000	-	-	-	-	-	-
2	I.N.P.L.	-	-	$10,115	$10,115	-	-	-	-	-	-
	TOTALS	$37,000	$40,000	$76,416	$692,898	$879,284	$1,251,035	$1,321,827	$1,373,683	$1,498,365	$1,315,005

- See following page for explanation of codes.

1. P.L. 95-471 -- 1981-82 funding is tentative based on Fall Quarter 1981 FTE. Will be adjusted in July 1982 Funding levels for 1982-83/1985-86 are based on estimated eligible FTE and $4,000 per FTE for 1982-83 through 1984-85. 1985-86 is based on $4,000 per FTE. If appropriations levels meet the $4,000 per FTE as allowed in the Act, then budget levels would be adequate to meet needs, but the FTE amount has never been at that level, therefore, these estimates are not realistic. If FTE stays at what it currently is in 1981-82 of $2,820 then the projected amounts of P.L. 95-471 for 1982-83 would be:

1982-83 -	234 x 2820 =	$659,880	-vs-	234 x 4000 = $ 936,000
1983-84 -	255 x 2820 =	$719,000	-vs-	255 x 4000 = $1,020,000
1984-85 -	278 x 2820 =	$784,960	-vs-	278 x 4000 = $1,112,000
1985-86 -	303 x 2820 =	$854,460	-vs-	303 x 4000 = $1,212,000

2. These projects are classified as special projects which received only short-term funding for the project.

3. General Fund - Tuition and Fees - This shows income received by Blackfeet Community College in 1978-79 through 1979-80 and expenditures in 1980-81. 1981-82 reflects income estimated. 1982-83 through 1985-86 reflects estimated income from tuition and fees based on estimated FTE times $315.00 per student FTE. (Tuition and fees based on 1981-82 level). This does not take into consideration any fee waivers given to students who have financial need and cannot pay tuition. In actuality, tuition/fees are much less than estimated due to tuition waivers for students.

STUDENT TESTIMONIES FOR REAUTHORIZATION OF PL 95-471

TO WHOM IT MAY CONCERN:

Blackfeet Community College has helped me in furthering my education. They offered classes that are going towards my degree and were very valuable to me. BCC has benefited me so now I can go on to a four-year institute.

Sincerely,

Cassie Calf Looking

****

TO WHOM IT MAY CONCERN:

The Community College has given me the opportunity to acquire my A.A. degree, by providing the necessary classes needed, and providing a facility within the community. Which will eliminate my having to re-locate my family elsewhere.

One of the best advantages, I have seen, is the flexibility of the classes. This enables, one to work at a full-time job and still go to school. The classes are challenging and well taught by the instructors.

Having a facility to attend, in the midst of our community, has given the incentive to a lot of persons to go on to a higher education, where before they were unable to do so, because of money problems, jobs, children in school.

More and more students (persons) are and will be taking advantage of the college, which strengthens our tribal reservation and provides better and much more self-supporting and self-assured person.

Sincerely,

Linda Warden

****

TO WHOM IT MAY CONCERN:

The College has benefited me by taking some courses where it will help me with my job skills. If I did not go this quarter, I would be sitting home doing nothing.

Donna Little Dog

****

STUDENT TESTIMONIES FOR REAUTHORIZATION OF PL 95-471

TO WHOM IT MAY CONCERN:

The Blackfeet Community College has helped me in furthering my education. I will be receiving an A.A. degree this spring. It also helped me out with a part-time job as a PEER Counselor under Special Services Department.

Some of the Business classes they offer here are really good. That is my major couse of study, BUSINESS.

Sincerely,

Robert L. Racine

****

TO WHOM IT MAY CONCERN:

The Blackfeet Community College has done an awful lot for me. Before, I came here, I went to school in Northern U of M. I was quite unsettled at the time and did not do quite so well. here at the college I got a part-time job to help supplement my grant. It made me more involved in the school and because of that my shcool work has improved and I am getting good grades again. BCC has given me a chance to show what I could do and I am doing that now.

Thank you,

Joe Arrow Top

****

TO WHOM IT MAY CONCERN:

The Blackfeet Community College has benefited my education very much since I received my GED from the BCC Human Development Program.

I am now attending regular college classes and I feel extremely lucky to be able to prepare myself here at home to attend a university later on in my life.

This letter is to ask you to please help keep the doors of the BCC open to young Indian women like myself. Budget cuts would hurt the colleges ability to deliver needed services and courses that is so greatly needed to help us survive in today's world.

Sincerely,

Susan Archambault

****

STUDENT TESTIMONIES FOR REAUTHORIZATION OF PL 95-471

TO WHOM IT MAY CONCERN:

I am a full-time student at the Blackfeet Community College, Browning, Mt. Without the college I would not be able to work towards an A. A. degree. The only reason I am able to attend school is because the college is located in my hometown. I can live here a lot cheaper than away from the reservation.

The courses are designed to benefit me as a student. I am 25 years old and I have been out of high school for many years. When I returned to school, at the University, I did poorly because I was confused and unable to understand the professors. My classes at BCC are small and the professors are interested in me as a student.

Without the college, I would probably be collecting welfare.

Sincerely,

Belle Weather Wax

****

TO WHOM IT MAY CONCERN:

I am a student at Blackfeet Community College, Winter Quarter. This is my first quarter here. Before, I was in Missoula, Mt. trying without success to attend their university. Because of financial problems and living conditions, in moving back to Browning; I was able to begin my educational goals without any difficulty. I know it was much easier all around because my family, relatives and friends are here. They can lend a helping hand, which I desperately needed. Also, the college staff was very helpful. I hope to continue my education here at the college and apply it towards my ultimate goal: Graduating from Law.

I know the Blackfeet Community College helps immensely many citizens on the reservation and is upgrading the level of education on the reservation. It is a great enlightment towards uplifting the standards of living for Native Americans.

Sincerely,

Daisy Sherman

****

TO WHOM IT MAY CONCERN:

Blackfeet Community College is helping me, because I don't have to relocate my family and it is helping me to further my education towards a degree.

Patty Still Smoking

BLACKFEET COMMUNITY COLLEGE-GRADUATE FOLLOW UP STATISTICS (AA AND AAS DEGREE AND HUMAN SERVICES CERTIFICATE:

STUDENT	YEAR .GRADUATED BCC	Continued Education beyond .Enrolled in BA Degree	Completed BA Degree	Completed Master's Degree	Employment Working Blackfeet Reservation	Working Off Reservation	.Other Comments
12.	1979	----------	----------	----------	Director, Vocational Rehab. program		
13.	HS 1980	----------	----------	----------	----------	----------	At home wi Family
14.	HS 1980	----------	----------	----------	Blackfeet Head Start-Para-Professional Home Trainer		
15.	HS 1980	----------	----------	----------	Employed at the Dev. Disabled Program		
16.	HS 1980	----------	----------	----------	Employed at the W.I.C. program		
17.	1981	--Yes, College of Great Falls Teacher Training Program					
18.	1981	----------	----------	----------	Employed at Blackfeet Tribal Finance		
19.	1981	--Yes, BCC/ U of M teacher training progam.					
20.	1981	----------	----------	----------	Employed as an aid in Heart Butte schools.		
21.	1981	--Yes, BCC/ U of M Teacher Training program.					

BLACKFEET COMMUNITY COLLEGE-GRADUATE FOLLOW UP STATISTICS (AA AND AAS DEGREE AND HUMAN SERVICES CERTIFICAT

STUDENT	YEAR GRADUATED BCC	Continued Education beyond			Employment		Other
		Enrolled in BA Degree	Completed BA Degree	Completed Master's Degree	Working Blackfeet Reservation	Working Off Reservation	Comment
1.	1977		yes			Director, Sanitation PHS, Lapawa, Idaho	
2.	1977		yes U of M.	Yes U of M.	NAS Coord. Public School #9		
3.	1977				Director, A.A. program P.H.S.		
4.	1978	Yes U of M.					
5.	1978				Employed in Tribal water Dept.		
6.	1978				Director Dev. Disabled		
7.	1978				Employed BIA credit Dept.		
8.	1978		Yes, Coll. of G. Falls	Working on now.	Yes.		
9.	1978				Employed as headstart teacher		
10.	1978				Employed in mainstream program.		
11.	1979				Employed as assistant curator at plains Indian Museum.		

BLACKFEET COMMUNITY COLLEGE--GRADUATE FOLLOW UP STATISTICS (AA AND AAS DEGREE AND HUMAN SERVICES CERTIFICA

STUDENT	YEAR GRADUATED BCC	Continued Education beyond			Employment		Other
		Enrolled in BA Degree	Completed BA Degree	Completed Master's Degree	Working Blackfeet Reservation	Working Off Reservation	Comment
22.	1981				was employed at tribal natural resources.		is presently seeking work HIA
23.	1981	Yes, San Francisco State Univ.					
24.	1981				Director, Blackfeet Tribal Media Dept.		
25.	1981	Yes, BCC/ U of M Teacher Training Program.	Scheduled to graduate summer 1982.				
26.	1981				Employed as a secretary for BCC Teacher Training Program.		

BLACKFEET COMMUNITY COLLEGE LIBRARY

The Blackfeet Community College (BCC) Library was established in January 1981, and was officially opened to the public in October 1981. It is located downstairs from the Student Services Department and is open to students, staff and the community Monday through Thursday 8:00am to 8:00pm and Friday 8:00am to 4:00pm while classes are in session and Monday through Friday 8:00am to 4:00pm during breaks. The library contains books, periodicals (magazines, journals, newspapers, and newsletters), pamphlets and other materials to serve the instructional programs of the college and the informational needs of the community.

The strengths of the library are in Native American materials, Business Management/ Secretarial Science, the Social Studies and current issues. The library also contains information on other institutions of higher education, including undergraduate and graduate levels, as well as career related materials.

The present library holdings include: 2500 volumes, 165 subscriptions, 77 reels of microfilm, 1525 microfiche cards, 2 films, 5 filmstrips, 30 video cassettes, and 20 audio recordings.

Library Statistics from January 1, 1982 to March 15, 1982

Student circulation	104
Faculty circulation	48
Other circulation (non student)	15
Reserve (2 hour)	24
Reserve (overnight)	2
Reference Questions	57
Periodicals (overnight)	11
Film circulation	5
Filmstrip circulation	6
Interlibrary loan	6
Number of library users	664
Library cards issued	123

BLACKFEET COMMUNITY COLLEGE - SERVICES TO THE COMMUNITY OF THE BLACKFEET RESERVATION OTHER THAN INSTRUCTION/STUDENT SUPPORT FOR ENROLLED STUDENTS.

1. Research and documentation on the social/cultural impacts of Natural Resources Development. Four documents prepared on this in 1980-81.
2. Small resource center available to community for use in grantsmanship activities.
3. Library is open to community use.
4. BCC staff assist with many of the local Indian Education projects and committees such as Johnson-O'Malley, Title IV, Indian Education, and Head Start.
5. Serve on task forces of the Tribal Council as requested for development of information for the Council.
6. Financial resources of the college assists the economic status of the Blackfeet Reservation through employment and funds brought into the Reservation.
7. Courses are offered to Tribal Programs for upward mobility for staff in management of tribal programs.
8. Assist the local school district in courses offered to meet the requirements of the Indian Studies Rule required by the Board of Trustees of the school district.
9. Use of meeting space for community meetings.
10. Assist in local projects such as the Reservation Wide Indian Education Conference.
11. Assist many students who are enrolling in college off the reservation with application forms for admission and financial aid programs.
12. Assist with community projects such as the community clean-up day.
13. Dissemination of information to other programs.
14. Create awareness on specific issues and concerns, i.e. Natural Resources, budget cuts, development, claims, environmental, etc.
15. Film Series, showings on Indian people, environmental and ecology.
16. Support in local athletic events such as the 1-5 mile run, basketball, etc.
17. Student action committees on specific concerns, example: Impact of the proposed budget cuts on the local community - education, social services, housing employment and economic areas.
18. GED Program and Human development program to outlying communities. This program consists of GED individualized work, career planning, and life coping skills.
19. Initiating media concerns for the area - Radio Feasibility Video, Instruction from College of Great Falls, newsletters, etc.
20. Public forums to the community.
21. T/A to community, i.e. fund raising, etc.

NOTE: The research capabilities of the Blackfeet Community College do need to be expanded to be of better services to the Tribal Government and community. This is a very real potential for the college, but is on a very limited basis at the current time.

RECEIVED DEC 1 4 1981

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

COMMISSION ON COLLEGES
Office of the Executive Director

December 10, 1981

Mrs. Carol C. Juneau
President
Blackfeet Community College
Box 819
Browning, Montana 59417

Dear President Juneau:

On behalf of the Commission on Colleges, I am pleased to report that the institutional biennial report and the report of the evaluation committee have been accepted. Recognition as a Candidate for Accreditation has been reaffirmed.

In the judgment of the Commission, Blackfeet Community College has progressed satisfactorily toward accreditation although the Commission is seriously concerned about the College's financial stability and reliance on federal funds.

In addition to the annual report which we will request in January each year, Blackfeet Community College will be expected to submit a written biennial report and be visited by two Commission representatives in 1983. We will write to you early in 1983 to provide details about the report and to suggest dates for the visit.

Best wishes for the holiday season.

Sincerely yours,

James F. Bemis

James F. Bemis
Executive Director

JFB:b

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

Office of Secretary-Treasurer

December 13, 1979

Ms. Carol C. Juneau
President
Blackfeet Community College
Box 819
Browning, Montana 59417

Dear President Juneau:

On behalf of the Commission on Colleges, I am pleased to report that Blackfeet Community College has been approved as a Candidate for Accreditation by the Northwest Association of Schools and Colleges. Congratulations on receiving this recognition.

Candidates for Accreditation will be listed in the 1980-81 issue of Accredited Institutions of Higher Education published by the American Council on Education for the Council on Postsecondary Accreditation. Candidates usually qualify for federally sponsored programs. For students transferring to other institutions, we recommend that their transcripts be evaluated as if from fully accredited institutions.

As a Candidate for Accreditation, Blackfeet Community College is required to file an annual report and to have an on-site visit every two years. This office will contact you early each year about meeting these requirements.

Candidate for Accreditation status is limited to a maximum of six years provided the annual reports and biennial evaluation reports indicate that the school is progressing satisfactorily toward accreditation. The Commission reserves the right to remove an institution from the list of candidates after due notice.

Blackfeet Community College may apply for accreditation at any time within the six years after consultation with the Commission. If accreditation is not achieved within six years, the school is dropped from the list and must wait two years before applying for candidacy.

Again, congratulations for receiving recognition as a Candidate for Accreditation.

Sincerely yours,

James F. Bemis
Secretary-Treasurer

JFB:b
cc: Ms. Sherry Harris ACE
Mr. John Proffitt, USOE

MONTANA UNIVERSITY SYSTEM

Policy and Procedures Manual

PAGE: 301.5 (1 of 2)

SUBJECT: ACADEMIC AFFAIRS

Effective: April 13, 1981

Section: 301.5 Transfer of credits; Montana University System and Community Colleges

Issued: April 25, 1981

Approved: P.C. Tinsley

Board Policy:

1. All courses from regionally accredited institutions of higher education which are recorded on the official transcript(s) of a student will be received and posted by all units of the Montana University System, including the community colleges, upon the transfer of the student.

2. All college level courses from regionally accredited institutions of higher education will be received and applied by all units of the Montana University System, including the community colleges, towards the free elective requirements of the Associate and Baccalaureate degrees, except that the receiving institution may limit the total number of credits to be accepted in a given area. Such limitations shall apply to all students.

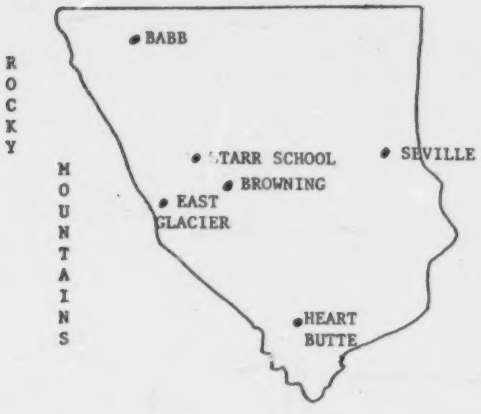
3. In relation to the major, minor and general education and distribution requirements of the Associate and Baccalaureate degrees, all units of the Montana University System, including the community colleges, are authorized to determine the applicability of credits earned at regionally accredited institutions of higher education.

4. In administering the policy in paragraphs (1), (2), and (3), an institution shall include credits from an institution which is a candidate for accreditation by the Northwest Association of Schools and Colleges after successful completion of 30 quarter credits at the receiving insitution.

5. Units of the Montana University System, including the community colleges, may give credit for education received from non-collegiate institutions on the basis of the Guide to the Evaluation of Educational Experiences in the Armed Services and the National Guide to Educational Credit for Training Programs, both published by the American Council on Education.

6. The Council of Academic Vice Presidents shall recommend to the Commissioner procedures to resolve transferability problems. In formulating the recommendations, it is understood that each Academic Vice President is representing his institution's policy as approved by the President.

BLACKFEET RESERVATION



POPULATION	10,000
AREA	1.5 Million Acres
COMMUNITIES	6
HIGHWAY MILES	2,000
UNEMPLOYMENT RATE, BLACKFEET INDIAN (1970 Montana Data Book) (1970 U.S. Census)	47%
UNEMPLOYMENT RATE, MONTANA (1970 U.S. Census)	4.5%
UNEMPLOYMENT RATE, BLACKFEET INDIAN (1977 Tribal Report)	37%-60%
UNEMPLOYMENT RATE, MONTANA (1977 estimate)	8%
MEDIAN AGE, BLACKFEET INDIAN (1977 Tribal Report)	19
AVERAGE GRADE LEVEL COMPLETED BLACKFEET INDIAN (1973 Department of Commerce)	8
AVERAGE GRADE LEVEL COMPLETED MONTANA (1970 U.S. Census)	12

MEAN INCOME, BLACKFEET INDIAN FAMILIES 5,344 (1970 U.S. Census)

MEAN INCOME, MONTANA FAMILIES 9,065 (1970 U.S. Census)

POPULATION OF BABB	193
POPULATION OF HEART BUTTE	446
POPULATION OF STARR SCHOOL	360
POPULATION OF EAST GLACIER	535

DISTANCE FROM BROWNING TO:

BABB	35 Miles*
HEART BUTTE	30 Miles
STARR SCHOOL	7 Miles
EAST GLACIER	13 Miles

*(Babb may be 35 miles from Browning but to travel to Babb the Continental Divide must be crossed and inclement weather creates hazardous driving in the winter months).

THE BLACKFEET TRIBE

OF THE BLACKFEET INDIAN RESERVATION

BROWNING, MONTANA 59417

EXECUTIVE COMMITTEE
EARL OLD PERSON, CHAIRMAN
DANIEL L. GILHAM SR. VICE-CHAIRMAN
CHARLES CONNELLY #1 SECRETARY
ELOUISE C. COBELL TREASURER

TRIBAL COUNCIL
EARL OLD PERSON
DANIEL L. GILHAM SR.
CHARLES CONNELLY #1
LELAND GROUND
ARCHIE ST. GODDARD
LEONARD MOUNTAIN CHIEF
GEORGE KICKING WOMAN
JERRY SHOW
PHILIP M. RATTLER JR.

March 11, 1982

Mr. Ken Smith
Assistant Secretary of Interior
19 & G Streets N.W.
Room 6352
Washington, D.C. 20240

Dear Mr. Smith:

On behalf of the Blackfeet Tribe and Blackfeet Tribal Business Council, I write to support the Reauthorization of PL 95-471, Tribally Controlled Community College Assistance Act of 1978.

The Blackfeet Tribe charters the Blackfeet Community College and the College has been receiving funding from PL 95-471 since FY 80.

PL 95-471 has provided the college with the necessary financial support to provide higher educational services to the Blackfeet Reservation. The college has grown from a very small struggling Institution in 1976 to a quality Institution of Higher Education serving the Blackfeet Reservation. The Blackfeet Community College has become a leader in Indian Higher Education throughout the State and Nation.

Blackfeet Community College is facing budget cuts in FY 83 with many of the programs being proposed for cuts by the Administration and PL 95-471 funds has become the major resource that the college relies on. If PL 95-471 is not Reauthorized beyond FY 84, the Blackfeet Community College may face total closure in 1984-85.

Stable funding is a major criteria of Accreditation and Blackfeet Community College in its goal of achieving full accreditation as an Institution of Higher Education with NWASC by 1985 must have a stable financial base. PL 95-471 can provide this.

Your help is needed to insure the Reauthorization of PL 95-471.

Sincerely,

Earl Old Person, Chairman
Blackfeet Tribal Business Council

THE BLACKFEET TRIBE

OF THE BLACKFEET INDIAN RESERVATION

BROWNING, MONTANA 59417

RECEIVED
OCT 5 1981
TRIBAL OPERATIONS OFFICE

EXECUTIVE COMMITTEE
EARL OLD PERSON CHAIRMAN
DANIEL L GILHAM SR VICE-CHAIRMAN
CHARLES CONNELLY #1 SECRETARY
ELOUISE C COBELL TREASURER

TRIBAL COUNCIL
EARL OLD PERSON
DANIEL L GILHAM SR
CHARLES CONNELLY #1
LELAND GROUND
ARCHIE ST GODDARD
LEONARD MOUNTAIN CHIEF
GEORGE KICKING WOMAN
JERRY SHOW
PHILIP M RATTLER JR

RESOLUTION

Number: 4-82

WHEREAS: The Blackfeet Tribal Business Council is the duly constituted governing body within the exterior boundaries of the Blackfeet Reservation, and

WHEREAS: The Blackfeet Tribal Business Council has been organized to represent, develop, protect, and advance the views, interests education, and resources of the Indian people of the Blackfeet Indian Reservation, and

WHEREAS: The Blackfeet Tribal Business Counil recognizes the demonstrated need for post-secondary and higher education to be delivered to the people of the Blackfeet Reservation, and

WHEREAS: The Blackfeet Tribal Business Counil has sanctioned the Blackfeet Community College with a Tribal Charter for the purpose of providing post-secondary and higher educational services to the people of the Blackfeet Reservation and the college has been successful in providing educational services that meet the needs of the Blackfeet Reservation population, and

WHEREAS: PL 95-471, the Tribally Controlled Community College Assistance Act of 1978 has provided grants to the Blackfeet Community College since Fiscal Year 1980 which has allowed the college to expand its educational services to the Blackfeet Reservation, thus increasing enrollments, graduates and strengthening the tribe's human resources, and

WHEREAS: PL 95-471 is the major source of operational funds for the Blackfeet Community College and the continuation of these grant funds through PL 95-471 is vitally important for the survival of the college, and

NOW THEREFORE BE IT RESOLVED: The Blackfeet Tribal Business Council fully supports the Reauthorization of PL 95-471, the Tribally Controlled Community College Assistance Act of 1978 with ammendments as recommended by the Blackfeet Community College and the American Indian Higher Education Consortium, and

BE IT FURTHER RESOLVED: The Blackfeet Tribal Business Council will submit this Resolution of Support to the Montana Congressional Delegation, Montana Inter-Tribal Policy Board, American Indian Higher Education Consortium, the Appropriate Congressional Committees, and other organizations requesting the support of these individuals/programs for the Reauthorization of PL 95-471.

ATTEST:

THE BLACKFEET TRIBE OF THE BLACKFEET INDIAN RESERVATION

Charles J. Connelly, Secretary

Earl Old Person, Chairman

CERTIFICATION

I hereby certify that the foregoing resolution was adopted by the Blackfeet Tribal Business Council in duly called, noticed and convened Regular Session assembled for business the 1st day of October, 1981 with Seven (7) members present to constitute a quorum.

(CORPORATE SEAL)

Charles J. Connelly, Secretary
Blackfeet Tribal Business Council

BLACKFEET COMMUNITY COLLEGE
BOX 819, BROWNING, MONTANA 59417 TEL. 406/338-7325
338-5411
338-5421
338-5441
338-7465

PRESIDENT
Carol C. Juneau
BOARD OF REGENTS
Percy DeTrolle, Chairman
Clifford Kicking Woman, Vice-Chairman
Carol D. Kipp, Secretary
Harvey Mad Man, Sr.
Don Pepion
Mae Crawford
Earl Old Person
George Kicking Woman

SUMMARY OF

COLLEGE PLANNING SURVEY OF 1981

March 18, 1982

To Whom it May Concern:

Following is a summary of the findings of the needs assessment, College Planning Survey, conducted in September 1981 by Blackfeet Community College with Technical Assistance funds via American Indian Higher Education Consortium.

The summary is presented in three parts:

1. Introduction and tabulated results of the entire survey instrument.
2. Narrative of the results of pertinent cross-tabulated items.
3. A sample instrument with results coded in.

IT IS IMPORTANT TO NOTE THE FOLLOWING when interpreting the data of the College Planning Survey:

1. The survey is 95 per-cent accurate as an indicator for the entire Blackfeet Reservation population by virtue of the sample size and sampling procedure.
2. The survey was conducted immediately prior to the impact of Reagan's economic program. Because the Blackfeet Reservation has been largely dependent on federal program monies to support jobs, the demographic figures referring to family income and employment have clearly declined since the survey was conducted. Another factor influencing the economic demographics is the onset of winter; Blackfeet Reservation employment opportunities are seasonal more often than not. It is not unrealistic, therefore, to assume that the unemployment rate is currently at 70-75 per-cent of the Blackfeet Reservation population. Residents are looking to the Community College to provide them with marketable job skills.

For more information and more extensive cross-tabulation data you may obtain a copy of the Blackfeet Community College, College Planning Survey Final Report from Carol C. Juneau, President, Blackfeet Community College, Box 819, Browning, Montana 59417.

BLACKFEET COMMUNITY COLLEGE: COLLEGE PLANNING SURVEY

EXECUTIVE SUMMARY:

Within the history of the development and continued operation of the Blackfeet Community College for the People of the Blackfeet Indian Reservation, it was the combined desire of the administration, staff, and Board of Educators to implement a Community/Reservation-based survey on the attitudes, desires, needs, wants, and recommendations of People selected by Scientific Random Sampling representing the broad-general cross-sections of race, cultural life styles, age, economics, education, sex, etc. of the Reservation populace. Upon agreement as to the necessity for implementation of the Community/Reservation-based survey, the administration and staff working in concert with the staff of the American Indian Higher Education Consortium succeeded in identifying a sum of money necessary to conduct a survey which was labeled The Blackfeet Community College: College Planning Survey. This survey in essence formulated the scientific process in which the evaluation and identification of community needs and concerns were identified. With enthusiastic feedback/input and responses, the staff, consultants, and community provided substantial aggregate data for general interpretation which can be used by the Blackfeet Community College administrative, professional and support staff in the immediate, intermediate, and long-range planning efforts for the continued positive/constructive

growth of the institution and its response to the education needs of its' target population. With the presentation of the attached aggregate data-base and general observations and interpretations, the Blackfeet Community College is in the position of impacting beyond the planning priority into such areas as scheduling curricula; facilities planning and utilization; assessing community/collective educational needs and priorities; assessing family/individual educational needs and priorities; identifying financial needs of the community/student population; assessment of the College's impact on the communities in the Reservation; promotion of traditional/cultural based programs to augment/supplement existing Western forms of educational models; develop multi-year planning documents; and other distinct areas of concern to the staff and board of the Blackfeet Community College.

Initially and to date, the responsibility for the implementation of the survey was vested in the staff of the College and certain specified consultants that were recruited into the survey development, implementation, interpretation, and dissemination phases. The production of this survey must be viewed as a combined and total institution project with all resource individuals and programs working in concert to secure this much needed planning assessment document. We must take note that the majority of the work upon completion of the survey instrumentation was shouldered by the field interviewers who spent many hours and miles seeking those individuals comprising our Random Sample. Without the drive and dedication of those pool of resource individuals from the various communities on the Reservation, this report would not have the impact and credibility that is unique

to this survey of community educational needs and priorities.

A general overview of the survey methodology/process and instrumentation was a specific orientation to a scientific methodology/process in the development and implementation of the survey instrumentation and the actual accumulation of aggregate data based on the field testing and implementation of the survey instrumentation by professionally trained field interviewers from the communities on the reservation being surveyed. The consultants from the Reservation and a major education institution were sought to insure that the process in the design and implementation of the survey was consistent and replicable. Although minor problems occured in the initial implementation of the survey, these were quickly ironed out by the staff of the survey and the following survey was conducted with a minimal amount of monetary resources expended by the College. (Note: Similar planning surveys for similar institutions costed out at four times the cost of this survey.)

Basic/General interpretations of the survey data indicates that the following assessments can be scientifically validated by the implementation of this survey based on the selection of a Random Sample which would be scientifically indicative of the general responses of the communities on the Blackfeet Indian Reservation:

1. 74% of the respondents were within the College-age bracket of 14-45 years of age.

2. The completed level of education varied from basic elementary levels to the Doctoral level indicating the total diversity of academic/educational programs for individuals on the Reservation.

3. Of the respondents, 43% were male and 53% were female; which indicates a positive random sampling bias/benefit.

4. Of the respondents, 90% were specified Indian and 5% specified non-Indian which also indicates the objective composition of the Reservation.

5. Of the respondents 88% were enrolled and 4% were not enrolled.

6. 89% of the respondents were specified Blackfeet.

7. Of the unenrolled, most specified Blackfeet.

8. The family income query elicited a broad sprectum of responses from 11% indicated no knowledge to 9% specifying a family income exceeding the maximum category.

9. A preponderance of the respondents in this question of community of residency indicated that 63% resided in Browning with Heart Butte ranking second with 10%.

10. Educational interest areas in High School indicated that 48% preferred a general study approach background/study with 18% indicating business; 10% indicating college preparatory; and 4% indicating science.
The vocational education question indicated interest in agriculture/ranching at 4%; shop/carpentry at 6%; and home economics at 3%.

11. Indications by the respondents as to their last estimated grade point average during the last year of school exceeded a "C" average by 90%.

12. Respondents to the survey indicated that 67% were interested in taking courses for college credit.

13. Of the respondents, 8% indicated that they identified themselves as possessing a physical handicap, with 8% of this proportion further indicating physical confinement.

14. Of the respondents 68% indicating they were head of household were male with 30% female heads of households.
At the time of the survey, 42% of the heads of households indicated that they were unemployed; with 42% of those who were not heads of households also being unemployed.
Occupations listed reflected a broad spectrum with Business (9%); Agriculture/ranching (8%); Mechanics/vocational education (6%); and Teacher/Administrator (5%) heading the list.
The occupation of the respondent mirrored the last above in terms of occupations.

15. Of the respondents, 50% were unemployed at the time of the survey.

16. Of those indicating a desire to attend an institution of higher education, 51% indicated that they would prefer to attend part-time with 39% indicating a desire to attend full-time.

17. Upon enrollment at a college, the respondents indicated that they would need help in the following areas:

Financial Aid	82%
Housing	53%
Employment/Job Placement	68%
Tutoring	68%
Personal Counseling	45%
Career Counseling	64%
Women's Resources/Day Care	36%
Transportation	39%
Other additional areas	96%

(Refer to section on general observations/ interpretations)

Additionally, the respondents were queried as to the knowledge of the following areas:

BEOG	YES: 44%
BIA/GRANTS/LOANS	YES: 49%
VETERANS BENEFITS	YES: 21%
SSIG	YES: 11%
WORK/STUDY	YES: 33%
SOCIAL SECURITY	YES: 22%
VOCATIONAL REHABILITATION	YES: 18%
TRIBAL GRANTS	YES: 49%
OTHER	

(Refer to section on general observations/ interpretations)

18. Of the respondents 37% indicated of plans to attend a post-secondary institution within the next year. Of the respondents 43% indicated that they planned to attend a post-secondary institution within the next two years. Of the respondents 39% indicated that they planned to attend a post-secondary institution within the next three years.

19. Plans to attend a post-secondary institution were listed as follows by the survey respondents:

Two-year/Community College	34%
Four-year College	22%
Vocational School	17%
Indian School	10%
Military School	1%

20. The type of post-secondary institution chosen by the respondents in the survey were:

Business	21%
Native American Studies	16%
Mechanics/Vocational Education	11%
Legal	9%

Which represents 57% of the types responded to. The rest of the categories were close in responses of less than 9%.

21. The locations of the post-secondary institutions the respondents indicated they would attend were:

Blackfeet Community College	36%
University of Montana, Missoula	15%
Eastern Montana College, Billings	8%
Northern Montana College, Havre	7%
Carroll College, Helena	7%

This represents 73% of the respondent preference in this category.

22. Courses of study indicated by the respondents were as follows:

Business	17%
Native American Studies	12%
Mechanics/Vocational Education	11%
Teacher Training	7%
Health Careers	6%

Which is an indication of 53% of the total interest of the respondents to the survey.

23. Of the respondents, 49% indicated plans to attend the Blackfeet Community College.

24. Of the respondents, 75% indicated that they would have taken Blackfeet Community College Classes during high school during the day.

25. Of the respondents, 48% indicated a preference for evening classes with 41% indicating a preference for day classes.

Of the respondents 80% indicated that they would desire the locations of the classes at Browning (71%) or Heart Butte (9%). Of the respondents 85% indicated that they would like to see the methods of instruction being workshops (36%); traditional 10 week classes (31%); and small group interactions (18%).

26. The types of educational goals specified by the respondents while attending the Blackfeet Community College were as follows:

Four-year degree	24%
Two-year degree	23%
Improving basic skills	18%
Vocational Education training	17%

Which comprises 82% of the total goals of the respondents to this survey.

27. Of the programs currently in existence at the Blackfeet Community College, the respondents indicated the most individual and collective interest in the following:

Native American Studies	22%
General Studies	18%
Mid (Business) Management	18%
Teacher Training	13%
Secretarial Education	10%

Which comprises 81% of the responses to this question.

28. This question and responses were specific individual/collective responses to the above question 4 categories. Please refer to general observation/interpretations section.

29. The respondents indicated the following areas of program development to be offered as course material by the Blackfeet Community College:

Energy Related	33%
Tribal Management	16%
Vocational Education	13%
Communications	8%
Agriculture	8%

30. Of the respondents 70% indicated that the Blackfeet Community College should offer Blackfeet Traditional Life Style Courses. (Refer to general observation/interpretation section for specifications.)

31. Of the respondents 80% indicated that the Blackfeet Community College should promote student activities such as Recreational/Intramural Sports (45%) and Cultural Programs (35%).

32. Of the respondents only 36% indicated familiarity with the Blackfeet Community College and its services. Of those indicating familiarity, 49% indicated that the Blackfeet Community College was beneficial.

33. Of the respondents 18% indicated that they were presently a student of the Blackfeet Community College or had been. Of these a strong majority indicated that it had been a beneficial relationship.

34. The respondents familiarity of the Blackfeet Community College's resources and services are as follows:

Women's Resource Center	Yes:	14%
Peer Counseling Services	Yes:	15:
Job Placement Services	Yes:	18%
Financial Aid Counseling	Yes:	25%
Educational Counseling	Yes:	22%
BCC Staff/Instructors	Yes:	20:

35. BCC College Catalog — Yes: 16%

36. BCC Library and its resources — Yes: 13%

PERSONAL TRAITS SUMMARY

Summary of the relationships between characteristics of respondents and items under "Personal Information" section.

I. Blackfeet vs. Indian:

Of the 287 respondents who identified themselves as Indian, only 2% did not check Blackfeet as the name of the tribe in which they were enrolled. Therefore, the results of Indian responses compared to all items are nearly identical to the results of Blackfeet responses compared to all items. For practical purposes the term Indian will be interpreted as Blackfeet in the following cross-tabulation data analysis.

II. Comparison of sex-race variables to family income level (see Table C):

Females reported significantly lower income levels than males.

Indians reported significantly lower income levels that non-Indians.

The majority of all respondents subsist on family incomes of less than $12,000.00 per year and 17% did not respond or did not know their level of income.

III. Comparison of sex and race variables to respondents level of education (see Table B):

In general, female respondents had reached a higher level of education than male respondents.

Non-Indian respondents have completed significantly higher levels of education than Indians.

The majority of BCC students have obviously completed high school. An encouraging note is that the 10% of BCC students who did not complete high school were still able to continue their education at the Community College level.

EDUCATION INTEREST TRAITS AND SUMMARY OF CROSS TABULATION

I. Males - 137 respondents

Of the total interviewee/respondent groups, which forms the basis of this planning survey, the following is the profile of males cross-tabulated with all questions in the survey.

One of the main patterns that reveals itself is that males have a high desire to attend college yet their desires are not realized. Also, males showed a strong interest in vocational education type educational opportunities. Males are not as likely to finish a 4-year program. They also showed a very high interest in personal counseling services.

Time preferences were evenly split between day and evening. Traditional 10-week classes and workshops are the main preference of males for types of instruction.

Males showed a strong interest in Math (17.7%) which must be interpreted as a main criteria for a need.

Educational interest of males shows a positive correlation with employment opportunities available on the reservation; energy related courses had a high ranking among interviewees/respondents.

II. Females - 170 respondents

Of the total interviewee/respondent groups, which forms the basis of this planning survey, the following is a profile of females cross-tabulated with all questions.

After cross tabulating females with the Education interest question some interesting summaries become prevelent:

Time preferences were evenly split between day and evening class time.

Females have a higher success rate in post-secondary education than males. A.A. degrees are preferred over certificate programs.

A factor traditionally thought related to class time preference is the need for day care services and women's resource services. Only half of the females sampled responded "yes" to this need.

Females, like males, were mainly interested in General Studies (eg. math) and business type classes. This correlates with type of occupation females claimed to be employed in on the survey questionnaire.

Females did not show a desire within the first year after high school to attend any post-secondary education institution, yet the second year a dramatic increase in desire to attend higher education schools was revealed.

III. Non-Indians - 16 respondents

Of the total interviewee/respondent groups which forms the basis of this planning survey, the following is the profile of non-Indians cross-tabulated with all questions:

College credit preference and preparation for college was shown to be significantly higher among non-Indians than Indians.

Time preferences and degree programs were similar in wants to the Indian population.

Non-Indians showed no strong desire in preference to BCC cultural classes.

Most non-Indians had attained a higher level of education.

This will correlate to types of jobs most non-Indians are employed in on the reservation.

IV. Blackfeet Community College students/former students - 58 respondents:

Of the total population that answered "yes" to question 13a (attendance at BCC) the following is a profile of these answers cross-tabulated with all items on the survey:

1. BCC students are or have been 70% female.
2. Higher percentage are currently employed than the general public.
3. Respondents are 95% Indian.
4. Of respondents employed 59% earn under $11,999.00 per year.
5. 70% of BCC students live in Browning.
6. 82% of BCC students averaged C to B in high school.
7. BCC respondents have same need for financial aid as general public (84%).
8. * BCC respondents showed less need for services provided by BCC.
9. 62% of BCC respondents wanted to continue Educational Goals.

* No. 8 is a cross-tabulation of items #17a and 13a. Those who have attended BCC show less need for services than those community members who had not (as yet) attended BCC. Housing needs were greater among non BCC attendents.

V. Indian-287 respondents

The general summaries in the above section on males and females directly correlate with Indian respondents. This is due to the fact that 95% of the population sample is Indian.

Some important points should be drawn out:

1. Indian high school students indicated no desire to take classes for college preparation, whereas non-Indians did.
2. Most of the random samples were not aware of the services provided by Blackfeet Community College.
3. Even if the Indian population is employed, they still showed preference to take college credit either full time or part time.
4. Correlating present employment with class interest shows a significant relationship between employment opportunities on the reservation; business and agriculture, construction and business vocational education.

EXECUTIVE SUMMARY: Continued

The validation process/procedure of the submittal of this final report of this college planning survey report is the preliminary submittal of all documentation to key staff and consultants for basic feed-back and recommendations for additions, deletions, modifications, re-interpretations, etc. Upon completion of this validation phase, this report will be distributed to all the Blackfeet Community College Staff, Consultants, department heads, community agencies, the Tribal Business Council, the American Indian Higher Education Consortium, and the Board of Directors of the Blackfeet Community College.

In summary and conclusion, this report of the findings of the college planning survey should be used by the entire Blackfeet Community College organization in the formulation of immediate, intermediate, and long term planning to meet the educational needs and priorities of the residents of the Blackfeet Indian Reservation and those communities within the reservation. Many problem areas have been identified by the respondents and many positive observations and recommendations can be extracted from those obervations to meet specific individual and collective needs of the present and future student populations of the Blackfeet Community College.

BLACKFEET COMMUNITY COLLEGE
COLLEGE PLANNING SURVEY
SUMMER, 1981

#1 Years	Const.	%
13	3	1
14-18	45	14
19-25	70	22
26-35	75	24
36-45	46	14
46-55	26	8
56-65	19	6
66-89	15	5

20 non-resp. (6%)

1-3 ID
4 CARD #

PERSONAL INFORMATION:

5-6 1. Closest Age: See read-out for break-down

7-8 2. Education Level (Last completed grade):

01 20-6% 1 - 7
02 54-17% 8 - 9
03 26-8% 10
04 36-11% 11
05 94-29% 12
06 31-10% 13 - Freshman
07 22-7% 14 - Sophomore/AA Degree
08 15-5% 15 - Junior
09 9-3% 16 - Senior/BA or BS Degree
10 6-2% Masters
11 1-3% Doctorate 3 non-resp. (2%)

9 3. Male 137-43% Female 170-53%) non-resp. 10-3%

10 4. Indian 287-90% Non-Indian 16-5%2) 16-5%

11 5. Enrolled Indian 280-88%) Non-Enrolled Indian 14-4%2) 25-7%

12-13 6. Check name of tribe in which you are enrolled:

01 ___ Blackfeet 285-89% non-resp. 30-9%
02 ___ Crow
03 ___ Gros Ventre
04 ___ Northern Cheyenne
05 ___ Cree 2-1%
06 ___ Sioux
07 ___ Assiniboine
08 ___ Flathead/Salish-Kootenai
09 2 Other, please list: Yakima, Canadian (10→)

14-15 7. Check name of tribe you are, if not enrolled:

01 ___ Blackfeet 10-3% non-resp.-302-94%
02 ___ Crow 1
03 ___ Gros Ventre 1
04 ___ Northern Cheyenne
05 ___ Cree 2-1%
06 ___ Sioux
07 ___ Assiniboine
08 ___ Flathead/Salish-Kootenai
09 3 Other, please list: Blood, Cree-No. Dakota, Shoshone/Bismark (10→)

16 8. Please estimate your yearly family income. If you have only one parent, please list income for that one only:

1 ___	$0 - $2,999	81-25%	
2 ___	$3,000 - $5,999	33-10%	
3 ___	$6,000 - $8,999	43-13%	
4 ___	$9,000 - $11,999	44-14%	
5 ___	$12,000 - $14,999	24-8%	
6 ___	$15,000 - $17,999	12-4%	
7 ___	$18,000 or more	28-9%	
8 ___	Do not know	36-11%	17-5% non-resp.

17-18 9. Which one of the following communities do you live in or near?

01 ___	Browning	201-63%	
02 ___	Heart Butte	31-10%	
03 ___	Starr School	25-8%	
04 ___	Babb/St. Mary	11-3%	
05 ___	East Glacier	11-3%	
06 ___	Old Agency	6-2%	79-2% non-resp.
07 ___	Big Badger	2-1%	
08 ___	Seville/Blackfoot	20-6%	
09 ___	Two Medicine 3-1%	(10) Other: 3-1% Last Star, Duram, Cut Bank	

19 10. What is or was your main field of educational interest in high school? Please check one:

1 ___	College Preparation	32-10%	
2 ___	Business	59-18%	
3 ___	Science	14-4%	
4 ___	General Study	152-48%	
45-14%	Vocational Education (Check which field):		
5 ___	Agriculture/Ranching	14-4%	
6 ___	Shop/Carpentry	19-6%	
7 ___	Home Economics	9-3%	
8 ___	Electronics	3-1%	15-4% non-resp.

20 11. Please estimate your grade point average, overall, during the last year of school you completed:

1 ___	B+ - A+	32-10%	
2 ___	B - B+	73-23%	
3 ___	C+ - B	118-37%	
4 ___	C - C+	65-20%	
5 ___	D - C	18-6%	12-3% non-resp.
6 ___	Below D	1	

21 12. Are you interested in taking courses for college credit?

1 ___ Yes 214-67%

2 ___ No 96-30%

9-2% nonresp.

22 13a. Do you have a physical handicap?

1 ___ Yes 25-8%

2 ___ No 278-87%

16-5% non-resp.

23-24 13b. If applicable, please specify:

1 — Physically confined?

___ Yes 25-8%

___ No

2 ___ Respiratory 6-2%

3 ___ Sight 4-1%

4 ___ Hearing 2-1%

5 ___ Other: Print out: 9-3%/hand-tab 11-3%

Wheel-chair-1
D.D.-1
Diabetic-3
Leg injury-1
Back-1
Hip prosthesis-1
Doctor's care-1
Heart-3

25 14a. Is the head of your household male or female at this time? (Please check one.)

1 ___ Male 216-68%

2 ___ Female 97-30%

6-1% non-resp.

26 14b. Is the head of your household employed or unemployed at this time? (Please check one.)

1 ___ Employed 172-54%

2 ___ Unemployed 134-42%

12-3% non-resp.

27 14c. If you are not the head of household are you employed or unemployed at this time? (Please check one.)

1 ___ Employed 73-23%

2 ___ Unemployed 134-42%

109-34% non-resp.

28-29 14d. What is their occupation?

01 ___ Business 30-9%

02 ___ Mechanics/Vocational Education 19-6%

03 ___ Agriculture/Ranching 25-8%

04 ___ Teacher/Administrator 16-5%

05 ___ Engineering 7-2%

06 ___ Secretarial Science 10-3%

07 ___ Architecture 0

08 ___ Nursing/Health 7-2%

09 ___ Other, please list: (09) 87-27%

(hand tab shows101-32%)
See open-ended review for list of 49 additional occupations.
(will re-categorize)

30-31 14c. What is your occupation? 81-25% non-resp.

01 ___ Business 25-8%
02 ___ Mechanics/Vocational Education 23-7%
03 ___ Agriculture/Ranching 20-6%
04 ___ Teacher/Administrator 16-5%
05 ___ Engineering 5-2%
06 ___ Secretarial Science 13-4%
07 ___ Architecture 1
08 ___ Nursing/Health 10-3%
09 ___ Other, please list: (10-7) 125-39%

32 15. Are you currently employed, full or part-time?

___ Yes
1 ___ No 159-50%
2 ___ Full-time 110-34%
3 ___ Part-time 39-12% 10-3% non-resp.

33 16. If you attend a college, vo-tech or trade school, would you attend full or part-time?

1 ___ Full-time (12 hours or more) 123-39%
2 ___ Part-time (11 hours or less) 164-51% 31-9% non-resp.

17a. If you enroll at a college, will you need help in the following areas?

34 Financial Aid:
1 ___ Yes 270-85%
2 ___ No 33-10% 15-4% non-resp.

35 Housing:
1 ___ Yes 169-53%
2 ___ No 118-37% 32-10% non-resp.

36 Employment/Job Placement:
___ Yes
1 ___ No 83-26%
2 ___ Full-time 134-42%
3 ___ Part-time 82-26% 20-6% non-resp.

37 Tutoring:
1 ___ Yes 201-63%
2 ___ No 96-30% 22-6% non-resp.

(CONTINUED ON FOLLOWING PAGE!)

38 Personal counseling:

1 ___ Yes 142-45%

2 ___ No 152-48%

25-7% non-resp.

39 Career counseling:

1 ___ Yes 203-64%

2 ___ No 93-29%

23-7% non-resp.

40 Women's Resources/Daycare

1 ___ Yes 114-36%

2 ___ No 171-54%

34-10% non-resp.

41 Transportation

1 ___ Yes 124-39%

2 ___ No 161-50%

34-10% non-resp.

42 Other, please list: 308-96% non-resp.

see open-ended review.

17b. If you plan to attend college, are you familiar with the following types of financial aid?

43 BEOG

1 ___ Yes 139-44%

2 ___ No 165-52%

15-4% non-resp.

44 BIA Grants/Loans

1 ___ Yes 156-49%

2 ___ No 146-46%

17-5% non-resp.

45 Veteran's Benefits

1 ___ Yes 68-21%

2 ___ No 227-71%

23-7% non-resp.

46 SSIG

1 ___ Yes 35-11%

2 ___ No 250-78%

34-10% non-resp.

47 Work/Study

1 ___ Yes 105-33%

2 ___ No 192-60%

22-6% non-resp.

48 Social Security

1 ___ Yes 69-22%

2 ___ No 226-71%

24-7% non-resp.

49 Vocational Rehab.

1 ___ Yes 58-18%

2 ___ No 236-74%

25-7% non-resp.

20-170 O - 83 - 10

52 Tribal Grants

1 ___ Yes 156-49%

2 ___ No 143-45% 20-6%

51 ___ Other financial aid, please list: 311-97% non-resp.
see open-ended review.

EDUCATIONAL INTEREST:

52 18a. Do you plan to attend a post-secondary institution such as a college, trade school or vocational school within the next year?

1 ___ Yes 117-37%

2 ___ No 190-60% 12-3% non-resp.

53 18b. Do you plan to attend a post-secondary institution such as a college, trade school or vocational school within the next two (2) years?

1 ___ Yes 136-43%

2 ___ No 169-53% 13-4% non-resp.

54 18c. Do you plan to attend a post-secondary institution such as college, trade school or vocational school within the next three (3) years?

1 ___ Yes 123-39%

2 ___ No 166-52% 26-8% non-resp.

55 19. If you plan to attend a post-secondary institution, what type would it be?

1 ___ 2-year/community college 110-34%

2 ___ 4-year college 69-22%

3 ___ vocational school 55-17%

4 ___ military school 4-1% 48-15% non-resp.

5 ___ Indian school 33-10%

56-61 20. If you had a choice of any type of post-secondary education or vocational training, what would you choose? Please list three (3) choices in order of importance:

		1st	2nd	3rd
01	___ Legal	29-9%	13-4%	15-5%
02	___ Business	68-21%	38-12%	11-3%
03	___ Native American Studies	51-16%	24-8%	16-5%
04	___ Counseling	18-6%	26-8%	14-4%
05	___ Natural Resources	14-4%	30-9%	22-7%
06	___ Mechanics/Vocational Education	34-11%	26-8%	9-3%
07	___ Agriculture/Ranching	12-4%	17-5%	20-6%
08	___ Teacher training	15-5%	19-6%	29-9%
09	___ Elementary	4-1%	8-3%	11-3%
10	___ Secondary	1-0%	1-0%	6-2%

(CONTINUED ON FOLLOWING PAGE!)

11	___ Engineering	10-3%	5-2%	12-4%	
12	___ Secretarial Science	8-3%	9-3%	9-3%	
13	___ Architecture	4-1%	8-3%	6-2%	
14	___ Health Career (Nursing, dental assistant, etc.)	20-6%	14-4%	19-6%	
15	___ Other, please list: 16 = 4-1%	4-1%	6-2%		

60-69 (4 MA)

21. What post-secondary or state vocational institution are you planning to attend? If unsure, check two (2) or more:

		1st	2nd	3rd	4th
01	___ NMC, Havre, MT	23-7%	2-1%	0	0
02	___ EMC, Billings, MT	25-8%	7-2%	0	0
03	___ U of M, Missoula, MT	47-15%	15-8%	1-0%	0
04	___ MSU, Bozeman, MT	10-3%	7-2%	3-1%	0
05	___ State Vocational Technical School	12-4%	2-1%	0	0
06	___ Blackfeet Community College	116-36%	37-12%	2-1%	1-0%
07	___ Fort Peck Community College	0	0	1-0%	0
08	___ Dull Knife Community College	0	0	0	0
09	___ Little Big Horn Community College	0	0	0	0
10	___ Salish Kootenai Community College	0	1-0%	0	0
11	___ Carroll College, Helena, MT	2-1%	1-0%	1-0%	0
12	___ CGF, Great Falls, MT	5-2%	22-7%	3-1%	0
13	___ Other Institution (Indian school, military, etc., please name):	12-4%	5-2%	3-1%	0

70-79 (5 MA)

22. What course of study do you intend to pursue at this institution? (Number 1, 2, etc., by order of your preference if you have more than one interest.)

		1st	2nd	3rd
01	___ Legal	14-4%	11-3%	3-1%
02	___ Business	53-17%	19-6%	9-3%
03	___ Native American Studies	39-12%	21-7%	13-4%
04	___ Counseling	15-8%	20-6%	12-4%
05	___ Natural Resources	13-4%	17-5%	11-3%
06	___ Mechanics/Vocational Education	35-11%	17-5%	2-1%
07	___ Agriculture/Ranching	11-3%	10-3%	8-3%
08	___ Teacher training	23-7%	13-4%	15-8%
09	___ Elementary	3-1%	10-3%	6-2%
10	___ Secondary	1-0%	2-1%	1-0%
11	___ Engineering	10-3%	9-3%	7-2%
12	___ Secretarial Science	12-4%	11-3%	7-2%
13	___ Architecture	5-2%	6-2%	2-1%
14	___ Health Career (Nursing, dental assistant, etc.)	20-6%	14-4%	10-3%
15	___ Other, please list: _____	13-4%	6-2%	6-2%

5 23. Do you plan to attend Blackfeet Community College?

1 ___ Yes 157-49% 19-5% non-resp.

2 ___ No, reason why? 140-44%

see open-ended review

6 24. If you had (had) the opportunity, would you have taken Blackfeet Community College courses during high school during your school day?

1 ___ Yes 240-75%

2 ___ No 57-18% 19-5% non-resp.

7 25a. If you had the opportunity to take Blackfeet Community College classes, would you prefer day, evening or weekend classes? Please check:

1 ___ Day classes 132-41%

2 ___ Evening classes 154-48% 17-5% non-resp.

3 ___ Weekend classes 16-5%

8-9 25b. If so, at what location would you prefer? Please check:

01 ___ Browning 226-71%

02 ___ Heart Butte 28-9%

03 ___ Starr School 18-6%

04 ___ Babb/St. Mary 8-3%

05 ___ East Glacier 8-3%

06 ___ Old Agency 5-2%

07 ___ Big Badger 1-0%

08 ___ Seville/Blackfoot 8-3%

09 ___ Two Medicine 2-1% (10) Other: see open-ended review

10 25c. What type of method of instruction would you like to see used?

1 ___ Workshop 115-36%

2 ___ Traditional 10-week class 100-31%

3 ___ Team teaching 13-4%

4 ___ Small group interaction 56-18%

5 ___ Lecture 13-4%

6 ___ TV 6-2% 16-5% non-resp.

11 26. If you attend BCC, What type of goal would you be most interested in working toward? Please check one:

1 ___ 4-year Degree 77-24%

2 ___ 2-year Degree 72-23%

3 ___ Vocational Education Training 55-17% 17-5%

4 ___ General Education 25-8%

5 ___ Teacher training 14-4%

6 ___ Improving your basic skills 59-18%

12 27. Among the programs which now exist at BCC, which one are you most interested in?

1 ___ Native American Studies 71-22%
2 ___ Teacher Training 41-13%
3 ___ Mid (Business) Management 59-18%
4 ___ Secretarial Education 32-10%
5 ___ Human Services 18-6%
6 ___ General Studies 56-18%
7 ___ Human Development (Adult Education/GED) 25-8%

13-14 28. Of the programs now offered at BCC, which specific area are you most interested in? (Please check one (1) area only.)

(a). Secretarial Education:

01 ___ Office Management (1-Year) 12-4%
02 ___ Clerk/Typist (1-Year) 26-8.6%
03 ___ Executive Secretary (1-Year) 8-2.7%
04 ___ Business Education (2-Years) 24-8%

(b). Native American Studies:

05 ___ Blackfeet History 35-11.6%
06 ___ Blackfeet Language 20-6.6%
07 ___ Indian Education 8-2.7%
08 ___ Indian Law 14-4.7%

(c). Teacher Training:

09 ___ Elementary Education (4-Year Extension Program) 31-10.3%

(d). Human Services:

10 ___ 2-Year Certificate 3-1.%
11 ___ 2-Year A. A. Degree 12-4%

(e). Mid (Business) Management:

12 ___ Tribal Management (2-Year Program) 21-7%
13 ___ Business Administration (2-Year Program) 11-3.7%
14 ___ Business Administration (1-Year Program) 4-1.3%
15 ___ Accounting (2-Year Program) 4-1.3%

(f). Human Development:

16 ___ Math 5-1.7%
17 ___ High School Equivalency Certificate 7-2.3%
18 ___ College Success Techniques 4-1.3%
19 ___ English (Writing Skills) 1-.3%

(CONTINUED ON FOLLOWING PAGE!)

(g). General Studies:

18 ___ Math 35-11.6%

21 ___ Science 4-1.3%

22 ___ Humanities 4-1.3%

23 ___ English 5-1.7%

15-20 29. What new type of 2-year programs would you like to see offered at BCC? Check any three (3):

st	2nd			3rd
05-33%	2-1%	01	___ Energy related (Oil and gas exploration, mining, etc.)	3-1%
9-9%	15-8%	02	___ Communications (Radio, TV, journalism, etc.)	5-2%
1-13%	24-8%	03	___ Vocational Education (Plumbing, drafting, surveying, etc.)	3-1%
1-16%	50-16%	04	___ Tribal Management (Law, administration, law & order, financial management, grants management, etc.)	4-1%
1-3%	10-3%	05	___ Agriculture (Farming, sub-leasing, gardening, etc.)	8-3%
5-8%	24-8%	06	___ Ranching (Horseshoeing, cattle breeding, etc.)	13-4%
8-6%	47-15%	07	___ Nurses Training (LPN, RN, nurse practitioners, etc.)	10-3%
2-4%	21-7%	08	___ Computer Science (Data processing, programming, etc.)	16-5%
-2%	12-4%	09	___ Humanities (English, history, etc.)	19-6%
		11	___ Science (Biology, geology, etc.)	7-2%
-1%	14-4%	11	___ Math (Algebra, calculus, geometry, etc.)	10-3%
-2%	14-4%	12	___ Construction Skills (Heavy equipment)	22-7%
)	2-1%	13	___ Foreign Language (English, French, etc.)	48-15%
-1%	3-1%	14	___ Family Living (Sex education, parenting skills, child development)	10-3%

71 30a. Do you feel BCC should offer Blackfeet traditional life styles (courses)? Example: Language, medicine, arts & crafts, etc.

1 ___ Yes 223-70%

2 ___ No 37-12%

22-23 30b. If yes, what areas would you be interested in? Please list:

01 1. ___ see open-ended review

02 2. ___

03 3. ___

24 31. What type of social student activities would you like to see at BCC? Please check your choice(s):

1 ___ Cultural 113-35%

2 ___ Recreational/Intermural Sports 144-45% 31-9% non-resp.

3 ___ Community Lectures 30-9%

4 ___ Other, please list: (5→) see open-ended review

25 32a. Are you familiar with BCC and its services?

1 ___ Yes 115-36% 11-3% non-resp.

2 ___ No 193-61%

26 32b. If yes, do you feel it is beneficial?

1	___ Strongly beneficial	71-22%	
2	___ Moderately beneficial	46-14%	159-49% non-resp.
3	___ Beneficial	40-13%	
4	___ Not beneficial	3-1%	

27 33a. Are you or have you been a BCC student?

1	___ Yes	59-18%	13-4%
2	___ No	246-77%	

28 33b. If yes, do you feel that it has been beneficial to yourself?

1	___ Strongly beneficial	31-18%	
2	___ Moderately beneficial	28-9%	
3	___ Beneficial	18-6%	235-73% non-resp.
4	___ Not beneficial	7-2%	

34. Are you familiar with the following BCC resources and Services?

29 Women's Resource Center

1	___ Yes	45-14%	17-5%
2	___ No	257-81%	

30 Peer Counseling Service

1	___ Yes	48-15%	
2	___ No	259-81%	12-3%

31 Job Placement Service

1	___ Yes	59-18%	13-4%
2	___ No	247-77%	

32 Financial Aid Counseling

1	___ Yes	79-25%	12-3%
2	___ No	228-71%	

33 Educational Counseling

1	___ Yes	71-22%	14-4%
2	___ No	234-73%	

34 BCC's Staff/Instructors

1	___ Yes	65-20%	14-4%
2	___ No	239-79%	

35 Are you familiar with the BCC college catalog?

1	___ Yes	51-16%	14-4%
2	___ No	253-79%	

36. Are you familiar with the BCC library and it's resources?

1	___ Yes	43-13%	16-5%
2	___ No	260-82%	

TESTIMON ON REAUTHORIZATION OF P.L. 95-471
"TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978
TO SENATE SELECT COMMITTEE ON INDIAN AFFAIRS
JUNE 15, 1982 RM 6226 DSOB; BY GERALD
"CARTY" MONETTE, PRESIDENT, TURTLE MOUNTAIN COMMUNITY COLLEGE

Mr. Chairman and distinguished members of the committee. My name is Gerald Monette. I am President of the Turtle Mountain Community College which serves the Turtle Mountain Chippewa of North Dakota. I thank the committee for this opportunity to share my belief that P.L. 95-471, the "Tribally Controlled Community College Assistance Act of 1978" should be reauthorized. Since FY 80, the first year for which P.L. 95-471 funds were received by the Turtle Mountain Community College, the college has visibly improved in all areas of operations. *Clearly without the "Tribally Controlled Community College Assistance Act of 1978", there would be no - independent Tribally Controlled College on the Turtle Mountain Indian Reservation today.*

The Turtle Mountain Community College was founded in 1973 with the philosophy that "higher education for Indian people can best flourish when provided by, for and of Indian people and that Indian self-determination will result from Indian people so educated within the physical and philosophical matrix of their community". To that end, the underlying goal of the institution is to provide quality education to all people. The best way to illustrate the impact of the Act on the Turtle Mountain Community College is to review its accomplishments.

ACCREDITATION

Foreseeing authorization of the act, North Central Association of Schools and Colleges, after a thorough on-site review of the institution, granted Candidate Status for accreditation to the college in July, 1978. Candidate Status was renewed in June, 1980. On April 19-20, of this year, the Turtle Mountain Community College was again reviewed by North Central Association

to determine whether the college should be continued in Candidate for Accreditation Status for another two years. Although the final report of this visit will not be available until September, in their exit interview, the evaluation team indicated that they will recommend a positive determination.

To illustrate the importance of P.L. 95-471 to the accreditation process, let me quote the report of a visit document submitted by North Central Association following its 1978 visit "the availability of adequate and stable funding is critical . . . possibilities of future funding from new sources must be assessed", and the North Central Association Report of 1980 from which continued candidate status was granted states "with the funding of P.L. 95-471 Indian Community College Act a reasonable secure source of revenue can be provided for at least three years". Without a doubt, a firmly established funding base will influence the Accrediting Associations determination as to whether the Turtle Mountain Community College should be granted Full Accreditation by 1985. *In order to provide quality post secondary education the Turtle Mountain Community College must have a firmly established stable funding base for college operations.*

SUMMARY DATA CHART

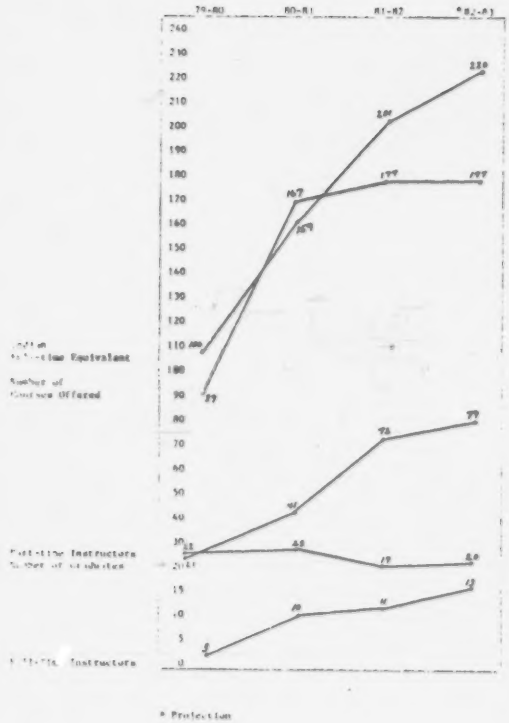
	FY '80	FY '81	FY '82	FY '83 (projection)
Indian Full Time Equivalent	* 106	* 159	201	220
Number of Courses offered	89	167	177	177
Number Credit Hours Generated	4568	7984	8246	9000
Number Full Time Instructors	3	10	11	20
Number Part Time Instructors	22	25	19	20
Number of Graduates	21	41	72	79
P.L. 95-471 Pro-Rata Factor	$2956	$2870	$2820	**$2875
P.L. 95-471 Operation Funds	$340618	$481444	$566852	**$519852

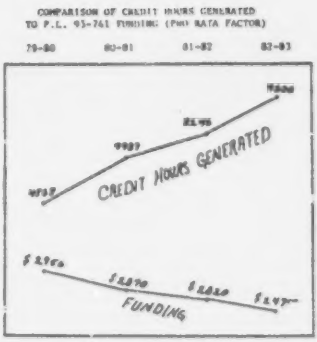
SUMMARY DATA CHART (cont)

	FY '80	FY '81	FY '82	FY '83 (projection)
P.L. 95-471 T.A. Funds	$43067	$19333	$59000	?

* U.S. Government Audited figures

** Projected FY '83 BIA request





* Projection

FOLLOW-UP ON GRADUATES

It is too early to determine what total impact P.L. 95-471 has had on Turtle Mountain Community College graduates. The 1980-81 school year was the first complete year for which funding was received, and although funding was appropriated for the 1979-80 school year, the actual receipt of these funds did not arrive until the entire school year was over.

The Turtle Mountain Community College operated for five years prior to the funding of P.L. 95-471. Because of the poor financial status of the institution the number of graduates during the early years was small, however, to demonstrate the success of those students who did graduate from Turtle Mountain Community College a follow-up study was conducted, taking into consideration students who graduated between the years 1974-80.

"There were a total of 60 degrees awarded with one individual earning two degrees. Forty-three completed the questionnaire forms which were mailed to them.

Of the 43 responses, twenty six (26) former graduates went on to complete their Bachelor Degree. Two (2) have earned their Masters Degree. All are employed; one (1) being self employed; twenty-two (22) now work in the Turtle Mountain school systems; six (6) are employed by the Bureau of Indian Affairs or United States Government; eight (8) are employed by the Turtle Mountain Tribe; one (1) is an ordained priest; one (1) works for the local hospital. Four are carpenters; the occupation for which they trained; with one holding the position of carpenter foreman."

In May of 1981, Turtle Mountain Community College graduated another sixty-one (61) students. A follow-up project on these recent graduates is currently in progress. Of this graduation class, one was Non-Indian.

"OVERALL DEVELOPMENT"

The remainder of this testimony will highlight the overall development of the institution since the receipt of P.L. 95-471 funding in July, 1980. The testimony will focus on Governance and Administration, Instruction, Student Services and Academic Support. I will answer any questions you may have on any part of this testimony.

I. Governance

There have been major improvements to the governance of the institution.

1. The combined boards for the institution participated in a two-day training session on "College Board Responsibilities" in December, 1980.
2. The institutional objectives were amended to include vocational education.
3. The By-Laws for the Board of Directors and the Board of Trustees were amended and approved by the Board of Trustees on October 6, 1981.
4. A President was appointed in the Fall of 1980, and an Academic Dean was appointed in February, 1982.
5. Academic Teaching personnel were appointed in September of 1980, and September of 1981.
6. Since 1980, the Board of Directors have approved changes to the Personnel Policies and have adopted a Student Service Handbook, also adopted was a Student Handbook and a Policy Handbook for the Early Childhood Development Center. Policy currently under review

by the Board of Directors include a Fiscal Management and Policy handbook and a Salary and Wage Scale Policy. A tentative Faculty Handbook was developed and work continues toward developing a final handbook for the faculty.

II. Administration

With the implementation of P.L. 95-471, the Turtle Mountain Community College, utilizing funds awarded under the act, has strengthened its administrative capability.

1. The quality and quantity of staff within each department has been improved.
2. The institution has strengthened its professional capability in student services, business office, instruction, and community services.
3. Numerous operating policies have been developed. (For example: grievance procedures for students; procedures for initiating a new class; etc.).
4. A high priority was given to the strengthening of our fiscal operations. A Fiscal Policy Handbook has been approved by the Board of Directors. A system for monthly budget reports has been implemented. To protect our records in the business office, we have purchased fire proof file cabinets, a safe, and now have a large walk in vault.
5. Each of the program years from FY '79 to Fy '81 have been audited by an external auditing firm.
6. We have established a comprehensive inventory system, hired a personnel officer and have adopted a more complete fringe benefit package for the staff.

III. Instruction

1. For the academic year 1980-81, there were ten (10) instructors with full time contracts and fourteen (14) instructors with part time contracts. For the 1981-82 academic year there were eleven (11) instructors with full time contracts and thirteen (13) instructors with part time contracts.

   The transition from NDSU-Bottineau in the fall of 1979 created new challenges for Turtle Mountain Community College in the area of instruction; it became crucial for the institution to maintain adequate faculty records. (Prior to 1979, NDSU Bottineau Branch maintained official faculty records).

2. All Turtle Mountain Community College faculty teach in their area of expertise, and faculty credentials are maintained by the Personnel Office.

3. The faculty participate in the budget process. Each faculty member along with other professional level staff members participate in the advisor-advisee system of the institution. Faculty also participate in self-study committees and institutional committees.

4. A system of initiating new courses has been established and any new curriculum is carefully reviewed as to whether it is necessary and whether it fits into the goals and objectives of the institution.

5. New curricula that have been added include Early Childhood Development, Welding, and Building Trades. In addition, a few individual courses have been added.

6. A needs survey and an interest survey is currently being conducted which will help us determine the type of programs that the institution should be providing to the service areas.

IV. Student Services

Since 1980 many changes and improvements have occured in Student Services. Increasing enrollments which generate need for increasing student services have resulted in an expanded staff, addition of new services, and the expansion of existing services.

The following paragraphs describe more specifically the improvements.

1. Expanded Staff: From a staff numbering five (5) in the Winter quarter of 1979-80, the student services department now has a total of sevel (7) full time staff. Of the previous five (5) staff members, two (2) of those positions were previously funded by the Comprehensive Employment Training ACT (CETA) Program.
2. Narrowing Scope of Duties Per Staff Member: The addition of new staff in the student services department has allowed present staff members to narrow their scope of activities and duties thereby making it possible for them to increase their job expertise and thus increase the overall effectiveness of the student service department.
3. Addition of New Services: Since 1979-80 many new student servicee have been instituted with the purpose of improving academic progress and allowing ease of processing. The addition of a full time counselor and part time tutors help address those special problems which many of our economically disadvantaged students encounter. Another new service instituted for students has been the creation of Placement Service.
4. Expansion of Existing Services: The process of quarterly registration has been improved by the implementation of some new techniques.

such as: pre-registration advisement systems; computerized registration process, and a faculty advisement system. Our Financial Aid Officer, with the aid of a consultant has made many improvements in the areas of: application form revision, annual institutional self evaluation, and in the case of vocational education, amended BEOG entitlements to raise those amounts to meet the higher costs of vocational programs. Other improvements include a student lounge, development of a student handbook, and an active student government. Turtle Mountain Community College has expended funds for extra-curricular activities, such as sports equipment and social events.

V. Academic Support

Library

1. The library is now open fifty-six hours per week.
2. The library has added approximately 1500 materials to its collection since 1980. The total collection consists of over 9000 materials. The library subscribes to 115 magazines, 6 newspapers, and tribal newspapers from other areas.
3. The ciculation of materials for 1980 was 2655 and for 1981 was 3000.
4. Patron use also increased about 6.4% from 1980-81.
5. Several new pieces of audio-visual hardware and software were obtained in 1981.
6. A Library Committee was formed in the fall of 1981, and consists of the librarian, faculty members and an administrator. The charge

of the committee is to recommend academically and culturally relevant library books.

7. The audio-visual hardware available at the Turtle Mountain Community College Library is continually improving.

There have been many more developments at the Turtle Mountain Community College which are the direct result of P.L. 95-471 funding. Additional information on our college is included with the testimony being presented by myself on behalf of the Tribal colleges located in North Dakota.

Mr. Chairman and Members of the Committee this concludes my testimony. Thank you for listening.

20-170 O - 83 - 11

RESOLUTION NUMBER 2807-04-82 OF THE DULY ELECTED AND CERTIFIED GOVERNING BODY OF THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

WHEREAS, the Turtle Mountain Band of Chippewa Indians, hereinafter referred to as the Tribe, is an unincorporated Band of Indians acting under a revised Constitution and By-laws approved by the Secretary of the Interior on June 16, 1959, and amendments therto approved April 26, 1962 and April 3, 1975; and

WHEREAS, in the FY '84 budget preparation, the Turtle Mountain Agency Office of tne Bureau of Indian Affairs directed the Turtle Mountain Tribe to place as top priority five (5) areas which the Bureau of Indian Affairs has called "trust" responsibilities; and

WHEREAS, the Turtle Mountain Agency Bureau of Indian Affairs FY '84 budget did not allow for the placing of education as a high priority; and

WHEREAS, the Turtle Mountain Band of Chippewa's have historically designated education as a high priority in the budget process; and

THEREFORE BE IT RESOLVED that the Turtle Mountain Band of Chippewa's places education as a high priority for funding from the Bureau of Indian Affairs; and

BE IT RESOLVED THAT the Turtle Mountain Band of Chippewa's further believe that education along with the other activities supported by the Department of Interior Bureau of Indian Affairs budget at the Turtle Mountain Agency are Trust and Treaty responsibilities.

C E R T I F I C A T I O N

I, the undersigned Secretary/Treasurer of the Turtle Mountain Band of Chippewa Indian, do hereby certify that the Tribal Council is composed on nine (9) members of whom six (6) constituting a quorum were present at a meeting duly called, convened, and held on the 1st day of April, 1982, that the foregoing resolution was adopted by an affirmative vote of six (6) members with the Chairman not voting.

Sharon Poitra

Sharon Poitra, Acting Secretary

CONCURRED:

Edwin J. Henry

Edwin J. Henry, Tribal Chairman

RESOLUTION NUMBER 2805-04-82 OF THE DULY ELECTED AND CERTIFIED GOVERNING BODY OF THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

WHEREAS, the Turtle Mountain Band of Chippewa Indians, hereinafter referred to as the Tribe, is an unincorporated Band of Indians acting under a revised Constitution and By-laws approved by the Secretary of the Interior on June 16, 1959, and amendments thereto approved April 26, 1962, and April 3, 1975; and

WHEREAS, by resolution number 678-11-72, of the Turtle Mountain Band of Chippewa Indians, the Turtle Mountain Community College was authorized for operation under a tribal charter issued by the Tribe; and

WHEREAS, P.L. 95-471, the Tribally Controlled Community College Assistance Act of 1978, is the major source of operating funds for the college; and

WHEREAS, the current authorization for the Act concludes at the end of FY '84; and

WHEREAS, the Turtle Mountain Community College is seeking reauthorization of the Act;

NOW THEREFORE BE IT RESOLVED, the the Turtle Mountain Band of Chippewa's support the reauthorization of P.L. 95-471 the Tribally Controlled Community College Assistance Act.

C E R T I F I C A T I O N

I, the undersigned Secretary/Treasurer of the Turtle Mountain Band of Chippewa Indians, do hereby certify that the Tribal Council is composed of nine (9) members of whom six (6) constituting a quorum were present at a meeting duly called, convened, and held on the 1st day of April, 1982, that the foregoing resolution was adopted by an affirmative vote of six (6) members with the Chairman not voting.

Sharon Poitra, Acting Secretary

CONCURRED:

Edwin J. Henry, Tribal Chairman

TESTIMONY SUBMITTED BY THE STANDING ROCK COMMUNITY COLLEGE, FORT YATES, NORTH DAKOTA, JUNE 1982

The Standing Rock Sioux Indian Reservation, located on the west bank of the Missouri River in the states of North and South Dakota consists of approximately 2.3 million acres. The climate is arid with an average rainfall of 15 inches per year, and temperatures range from 100 degrees in Summer to 40 degrees below zero in winter.

Transportation and communication are problems on the reservation. There is no public transportation and distance between communities is great. Only a few highways cross the region. Service roads maintained by the Bureau of Indian Affairs and counties are poor and often impassable in winter and spring. Because of generally low income levels, few people have telephones. Rural isolation, then, is characteristic of the reservation.

There are 5,781 American Indians, mostly of the Hunkpapa band of the Teton Sioux, living in the area. Of these, 2,716 are under the age of sixteen. Approximately 5,000 non-Indians reside within or near the reservation boundary.

Indian and non-Indian populations differ. The Indian population is younger than the non-Indian population, and it is increasing more rapidly. According to 1970 Census figures, the median age for North Dakota Indians was 16.4 years. The Indian population of North Dakota more than doubled between 1950 and 1970, and increased over 50% during the last decade alone. Indian families are larger than those of the rest of North Dakota. In 1970, 41.7% of North Dakota Indian families had three or more children under the age of eighteen. For the same period, only 20.1% of the families in the United States had three or more children at home.

The statistics on poverty for the Standing Rock Indian Reservation point to some of the more harsh realities of reservation life. Tribal government has found that 82% of the labor force is presently unemployed.

Accurate information on Indian income is limited; however, according to figures in 1977, average Indian per capita income was only 25% of U.S. per capita income. High unemployment and low incomes can be attributed, in part, to inadequate education.

Given the information presented in the preceding paragraphs, it is clear that Standing Rock Sioux Reservation is fairly typical in that it is remote, poor, and without a great deal of hope for the immediate future. One solution to the problems that face this reservation is to provide quality higher education at local sites so that individuals have options to remain at home or to obtain the skills required to leave the area.

Standing Rock Community College (SRCC) is a small tribally controlled community college located on the Standing Rock Sioux Indian Reservation in North Dakota and South Dakota. SRCC is a candidate for accreditation with the North Central Association of Colleges and Universities with full accreditation scheduled for the spring of 1984.

Course offerings consist of a basic two-yearliberal arts program, a business education program, vocational education programs, an agricultural education program, a four-year degree teacher training program, and a four-year degree university studies program. The College also offers Adult Education courses for the reservation.

SRCC has been operating since 1972 and presently has an enrollment of 198 students with an FTE of 161. SRCC also owns and operates the Sioux County newspaper and assists the Tribe in various projects such as a bus service to nearby communities, farming, and workshops.

SRCC has fulfilled a previously unmet need on the Standing Rock Sioux Reservation. This is reflected in the number of graduates it has produced since 1976. Most of the graduates had only SRCC to turn to for higher education because of job commitments, family obligations, and geographic and cultural isolation.

The impact in numbers for 1975-1982 is as follows:

° Associate of Arts Degree	78 graduates
° Associate of Science Degree	15 graduates
° Bachelor of Science Degree	37 graduates
° Nursing Certificate	15 graduates
° Clerical Certificate	5 graduates
° Farm/Ranch Certificate	4 graduates

SRCC's impact on its community will continue to be positive and productive.

The major problem of the past which beset SRCC was the lack of a stable funding source. The everyday worry of paying bills and meeting payroll continually circumvented the need to follow a long-range plan. Without a stable funding source SRCC would have begun to stagnate and the local initiative and interest which started SRCC would not have enough to prevent stagnation in these times of overwhelming inflation.

Public Law 95-471, the Tribally Controlled Community College Assistance Act, was the fiscal relief so desperately needed by the tribal community colleges. SRCC has begun to develop a long-range budgeting and planning process which has true meaning. Other long-range budgets and plans were done in the past but were changed so often because of unstable funding that they became meaningless.

Some of the immediate positive effects of Public Law 95-471 were felt in the following areas:

1. Staff: SRCC is able to hire more and qualified instructional staff. Previous instructional staff had been severely overloaded in their course load and many part-time instructors were needed. Now more full-time instructors are on board and the need for part-time instructors has been reduced. This brings continuity and a better learning environment to SRCC for its students.

2. Accreditation: SRCC has been able to work more diligently on the recommendations from North Central Association for full accreditation. Full accreditation is scheduled for spring of 1982.

3. Curriculum Development: SRCC has now the time and administrative staff to focus on projects which upgrade present and develop new curriculum for the students' educational needs.

4. Instructional, Administrative, and Support Staff Development: Public Law 95-471 has allowed SRCC's staff to take the opportunities offered to upgrade their present skills. This greatly enhances SRCC's staff's ability to do a better job for the students and the community.

As can be seen by the few examples stated above, Public Law 95-471 has been the stable funding source needed.

SRCC recently underwent a North Central Association site visit which recommended candidacy and a final site visit scheduled for Spring of 1984. The report was upbeat and encouraged SRCC to continue its drive for full accreditation. The following month SRCC underwent an audit by the Inspector General's Office of the Department of the Interior.

The fiscal audit covered the three year period SRCC has received 471 funding and a one-year audit of FTE was also completed. The Inspector General Auditors in their exit conference declared no exceptions fiscally for the full three year period and asked for further data on only one FTE. SRCC can be proud of its accomplishments in management as these two visits illustrate.

P.L. 95-471 is the base fuel which keeps SRCC on the road to full accreditation with an academic, vocational, and student service program which reflects excellence.

SRCC fully supports the new language in the reauthorization of 471 and woul comment on one section most important to its future: Section 12. Construction of New Facilities. SRCC in the near future must make plans to build small self-contained structures in each of the remote communities it serves. The NCA site visit team also commented on SRCC's need to modernize its present physical plant in the main campus in Fort Yates. These two needs alone present a staggering undertaking for a small

community college of SRCC's size. The need is now and will continue until SRCC can meet the need with more facilities and better facilities.

Overall, SRCC is pleased with what P.L. 95-471 has done for it and strongly supports the reauthorization effort.

STANDING ROCK COMMUNITY COLLEGE
GRADUATE DATA

Type of Degree	Indian		Non-Indian		1975-1976		1976-1977		1977-1978		1978-1979		1979-1980		1980-1981		1981-1982		
	M	F	M	F	SP	SM	SP	SM	SP	SM	SP	SM	SP	SM	SP	SM	SP	SM	Total
A. A.	33	32	5	7	7	0	5	0	9	0	13	0	17	0	10	0	16	0	77
A. S.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
A. A. S.	2	15	0	1	0	0	3	0	2	0	5	0	2	0	2	0	4	0	18
CERTIFICATES: 1. Clerical	0	4	0	0	0	0	0	1	0	0	0	0	1	0	0	0	2	0	4
2. Nursing	0	12	0	3	0	0	0	0	0	6	0	3	0	3	0	3	0	0	15
B. S.	19	21	0	0	0	0	0	0	7	0	11	0	13	0	4	0	5	0	40
G. E. D.	22	44	2	11	0	0	0	0	13	0	13	0	24	0	17	0	12	0	79
TOTALS	77	128	7	22	7	0	8	1	31	6	42	3	57	3	33	3	40	0	234

TERMS: A. A. - Associate of Arts Degree
A. S. - Associate of Science Degree
A.A.S.- Associate of Applied Science Degree
B. S. - Bachelor of Science Degree
G.E.D.- General Equivalency Diploma

SP - Spring Semester
SM - Summer Semester
M - Male
F - Female

NATIVE AMERICAN STUDIES
Billings, Montana 59101
(406) 657-2182

June 8, 1982

Montana Congressional Delegation
Senator John Melcher
Senator Max Baucas
Representative Pat Williams
Representative Ron Marlenee
U.S. Congress
Washington, D.C. 20004

Dear Sirs:

I am writing to urge your support of the reauthorization of P.L. 95-471, the Tribally Controlled Community College Assistance Act.

Much of the opportunity for Indian people in higher education rests with the community college. This is true for many reasons, several of which I will address.

There simply are not enough funds for all the eligible reservation Indians to attend four-year state and private colleges; so the accessibility to a college is essential. Perhaps a more urgent reason is that the Tribally Controlled Community College has the ability to teach academically comparable matter in a culturally relevant manner as well as to assist the Native American student to make a smoother transition to the other institutions.

In my position in the last year, working at a four-year research institution and a four-year college, I know the faculty generally are not prepared to deal with culturally diverse students which results in misadvising, cultural assault by insensitivity, and high drop out rate. This has nothing to do with the academic ability of the Native American student.

When students have college experience in a Tribally Controlled Community Colleges, they are much better prepared to deal with the inherent barriers of insensitivity at most off-reservation four-year institutions. As the Tribal College experienced student impacts the four-year institution, they do much to change the attitudes of college personnel.

There are many more reasons that support P.L. 95-471 continuance, however, I am sure they will be well articulated at appropriate hearings by representatives of the five Tribally Controlled Community Colleges in Montana. They are:

Blackfeet Community College
Salish Kootenai Community College
Fort Peck Community College
Big Horn Community College
Dull Knife Community College

I trust your support will be manifested through positive action on your part.

Sincerely,

Roberta Ferron

Roberta Ferron, Coordinator
Native American Studies

RF/wbw

Senator MELCHER. Our next witness is Don Chalmers, development officer of the Sinte Gleska Community College at Rosebud.

STATEMENT OF DON CHALMERS, DEVELOPMENT OFFICER, SINTE GLESKA COMMUNITY COLLEGE

Mr. CHALMERS. Thank you, Senator.

Before I was the development officer of the college, I was a teacher at the college, in criminal justice and Indian law. I had the opportunity to work with many Indian students at Sinte Gleska College. Therefore, my perspective today is not just of one trying to raise dollars for the operation of the college but also of a teacher, who on occasion has been known to play basketball in the afternoon with some of the students.

I have a sense of a special nature of higher education on the Rosebud Reservation. I have a sense that the special nature is not one which people would readily understand. For example, I have a grandmother in Miami. I have an uncle in Albuquerque, and uncles in various other places in the country, in Oregon for example. My family is spread out quite a bit across the country.

However, most of the students whom I taught at Rosebud have their families in Rosebud, or in the communities which surround the area. The reservation is a home for their grandfathers, their grandmothers, their aunts, and their uncles. That, to me, points to a special need for community colleges on reservations, because the tendency is for those Indian students to want to stay there with their families, and with the land base which has become a part of their heritage.

I hope that the committee will recognize that this bill, S. 2623, is particularly important to those people because they look to the community colleges as a means of improving themselves, in a way which will allow them to serve their tribe, and their families.

The role of the college at Rosebud is similar to that of other colleges represented here. We provide, not only education to our students, but also technical assistance to the tribe, and assistance to other tribal agencies in an effort to upgrade their operations.

As a matter of fact, within the last month the tribe began a contracting process with the college to provide for that assistance. The college has done the same thing in the past.

For example, the college helped to develop and nurture the natural resources program of the Rosebud Sioux Tribe. The tribal president, Carl Waln, is a former student of ours. He graduated from Sinte Gleska College.

Thus, the college is an omnibus service center which needs the support which this bill provides.

In terms of facilities, my office is on the downstairs floor of what is called a condemned building. I am fortunate to have the windows and moldings there, and I do not have to worry about the second floor falling into the first floor, but I can assure you that the construction sections of the bill are very, very important. We are finding ourselves with 30 students in a classroom which will hold 8 students. We find ourselves using church buildings, and the Catholic Youth Organization's building at Rosebud, in an effort to deal with the overflow of students who are now trying to start their education.

I should also mention that our students come from a wide variety of backgrounds. Often they are people who have had families, and are now beginning the process of becoming educated in this way. We are finding ourselves bulging at the seams.

Of course, near and dear to my heart, is the endowment section. As the development officer, I spend a good share of my day working toward finding and developing sources of funding. I will say to you that this kind of priming of the pump is essential to our establishing this kind of base.

Bear in mind that the tribally controlled community colleges are, in many instances, only 10 years old. If you look at the endowed schools, the Harvards and the Stanfords, they have been available to students for 300 years. The need for that kind of pump priming becomes readily apparent.

A stable financed base is especially important now because Sinte Gleska College is approaching its last visit for accreditation. Some of the presidents have already mentioned to you the need for this kind of help, but our accreditation visit comes in November. We are working hard to gear up for that visit. We need the stable funding in Public Law 95–471 to insure that the agency which will review us in November, can observe that we have the base and that we can build on that base, and continue our program.

Our program has been very successful, as are the programs of the other schools. For example, 85 percent of our nursing students, on the first time around passed their nursing exams. We have provided teachers and teachers' aides to our school systems. Focusing on that program, I think it is important for the committee to understand that too many times the students in our school systems are faced with teachers who are there for a year or two and then leave the reservation. The continuity which students in other systems can expect and can appreciate is not there. The relationship to education is not there or available to Indian students.

I would like to take a brief moment to respond to some of the administration's remarks. Senator Melcher, during your absence, Senator Andrews asked some important questions of the administration. I hope they will return with some answers, which are beyond "I do not know."

In terms of the discussion of section 8, it requires the BIA to respond to the priorities of the tribes. I would like to say that in our experience, in two separate fiscal years, the tribe has provided a high priority for education in the band. Their budget reflects that, but somehow, somewhere, mysterious hands of the BIA came forward, and we find ourselves zero-funded for Snyder Act dollars under the bands.

It is not the problem of the tribal leaders, not understanding the process. They understand the process very well. The problem comes after the tribe has established colleges and education, as high priorities. Then those priorities are lost in the final budget, as submitted.

Therefore, we find ourselves struggling on a regular basis, trying to raise stable dollars to provide for the colleges.

Not only that, but we find ourselves having the allocations provided to us under Public Law 95–471 reduced by whatever Snyder Act dollars, or 638 money we are provided. That is strictly prohibited by Public Law 95–471.

I suggest to the committee that the problem is not with the tribes. The problem is not with the colleges. They are working together to provide quality education for their students. The problem seems to be in the translation of tribal priorities into a final BIA budget.

I suggest to the committee in closing that, if we are to provide appropriate higher education to Indian students, it must be through tribally controlled community colleges supported by the reenactment of Public Law 95–471.

Thank you, Senator.

Senator MELCHER. Thank you very much.

Francine, do you have a statement you would like to make?

Ms. HALL. Yes, Senator.

Senator MELCHER. You may proceed.

STATEMENT OF FRANCINE HALL, BOARD MEMBER, CHEYENNE RIVER SIOUX TRIBE

Ms. HALL. My name is Francine Hall. I am the chairperson of the board of directors of the Cheyenne River Community College.

Cheyenne River Community College fully supports the reauthorization of Public Law 95–471, the Tribally Controlled Community College Assistance Act of 1978. The Cheyenne River Community College has been eligible for Public Law 95–471 funding for less than 1 year.

However, the Act has certainly increased the college's ability to provide quality educational opportunities to students.

We are located in Eagle Buttes, S. Dak. in the center of the Cheyenne River Sioux Reservation. The college serves the entire reservation. Our land area is about the same size as the State of Connecticut. Approximately 6,000 people live on the reservation. The average educational level of reservation residents is 10.1 for those over the age of 25. Unemployment is high.

In May 1982, the Cheyenne River tribal planning bureau estimated that over 64 percent of the population was unemployed. The average individual income per year is $1,090. The majority of students who attend Cheyenne River Community College are married, have families, and are below the poverty level.

Other special conditions which create unique needs at the Cheyenne River Community College include geographic isolation. The college is 175 miles, one way, away from the next nearest college.

Lack of job opportunities on the reservation and high competition for scarce jobs make it imperative that area residents have specialized training if they are to compete.

Lack of qualified instructors in specialized fields means that often instructors must be transported from other areas. Mileage and per diem expenses then significantly increase class costs.

Lack of a large critical mass of population because of the small service population means that the number of people taking any one course is usually small. The college has the option of providing a limited number of majors or offering diverse courses at a high cost per student.

We have provided special Lakota and Indian studies classes to residents since the college began. The classes are especially adapted to the

Cheyenne River reservation, State-controlled colleges have few Indian studies in general and none which are specific to Cheyenne River culture.

We have been eligible for Public Law 95–471 funding for less than 1 year. However, the program has had a large impact on college services. The number of students served by the college has increased because of the impact of Public Law 95–471. Enrollment increased from 61 students in the fall of 1975 to 216 in the fall of 1981. The number of graduates increased from 6 graduates in the year prior to Public Law 95–471, an average of 3 graduates per year for 1979 and 1980, to 65 graduates in three areas projected from the fall of 1981 to the spring of 1984, an average of 33 graduates per year in three areas.

From fall of 1981 to spring of 1984, projections are that CRCC will graduate 17 associates of arts, 11 registered nurses with associate of science degrees, 31 bachelors of science degrees in elementary and secondary education, and 6 masters of science.

The numbers of credit hours earned by Cheyenne River Community College students has increased significantly. Before Public Law 95–471, credit hours earned were, in spring of 1974, 127. In the fall of 1980 there was a total of 420, and in academic year 1981 and 1982 there were 2,189 total credit hours.

Cheyenne River Community College's course offerings increased from 7 in 1975 to 66 in 1981 and 1982. By spring of 1984, Cheyenne River Community College will have several graduates in programs especially designed to meet identified tribal needs. For example, 7 RN's who are associates of science and 31 bachelor of science degrees in education will be graduated. They are all Indian students.

Public Law 95–471 has helped the college to make significant progress toward full accreditation. For example, volumes in the library have increased from 500 to over 2,600, or over 500 percent. We have also been able to begin the formal process of accreditation. Through Public Law 95–471 we now have the funding for a chief executive officer.

All CRCC graduates have remained on the reservation. Reservation schools employ 87.5 and 12.5 percent are employed in tribal programs.

Tuition brings in only 6.8 percent of the total budget. These are 1981 and 1982 figures.

Thank you, Senator, for the opportunity to present this.

Senator MELCHER. I want to thank all of you for providing the committee with some excellent testimony and the basis for reauthorization of Public Law 95–471. The comments you made are very pertinent, but beyond that, the testimony which you were able to provide to the committee on what has happened over the past couple of years in the area of tribally controlled community colleges provides us with the basis—or more appropriately, the ammunition—to demonstrate to the Senate and to the House, as well as to the administration and the taxpayers, that the seed money which has been provided for adult education and continuing education beyond high school is extremely well spent.

This is a success story which is, I hope, just the beginning of your success.

The participation of the Federal Government in Indian education is, in my judgment, one of the most important trust responsibilities. I

will not even quibble over its being a trust responsibility. I think it is one of the most important trust responsibilities of the Federal Government.

To the extent that each of you have participated in that success story, I want to congratulate you. More importantly. I want to congratulate all of the people with whom you work on your various reservations and congratulate you also on extending to other tribes the opportunity for other Indian students to participate.

I noted that Dr. McDonald stated, and I think it is probably true of other tribally controlled community colleges, that non-Indians participate. That is good too. The sharing of the opportunity with non-Indians is significant in my mind and truly represents the community of interests which are there.

Don, I do not know whether he has been assigned, although I know that my nephew has requested to be assigned to the Rosebud Reservation. He has been assigned to the Pine Ridge Reservation. I think that Rosebud was his first choice. He has the same name as I do.

Mr. CHALMERS. I will look out for him.

Senator MELCHER. He has a lot of energy. Perhaps he can contribute some of that Jesuit learning which he has been gathering for the past 14 years. Perhaps he will assist you in your endeavors. Of course, if he should wind up on Pine Ridge, John Steele and Elgin Bad Wound may have the benefit of some of his energy.

This will conclude our hearing. We will take the testimony of the National Congress of American Indians. It will be presented by Ron Andrade, who will submit it for the record.

Without objection, that testimony will be made a part of the record at this point.

[The material follows:]

NATIONAL CONGRESS OF AMERICAN INDIANS

202 E STREET, N.E., WASHINGTON, D.C. 20002 (202) 546-1168

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Luiseno-Diegueno

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SACRAMENTO AREA
Juanita Dixon
Eastern

SOUTHEASTERN AREA
Eddie Tullis
Poarch Band of Creeks

June 17, 1982

Ms. Jojo Hunt, Staff Attorney
6317 Dirksen Senate Office Building
Washington, DC 20510

Dear Ms. Hunt:

Enclosed is a copy of the written testimony regarding the reauthorization and proposed amendments for PL 95-471, the Tribally Controlled Community Colleges Assistance Act.

NCAI appreciates the opportunity the Select Committee gave to us, to prepare this statement and have it submitted in the record. We suspect the Select Committee will find the comments, and supporting resolutions, on the "trust responsibility" issue most relevent to upcoming discussions.

Your continuing support for PL 95-471 and its reauthorization is deeply appreciated.

Sincerely,

Ronald P. Andrade

Ronald P. Andrade,
Executive Director

TESTIMONY BY RONALD P. ANDRADE, EXECUTIVE DIRECTOR, NATIONAL CONGRESS OF AMERICAN INDIANS, BEFORE THE UNITED STATES SENATE SELECT COMMITTEE ON INDIAN AFFAIRS REGARDING THE REAUTHORIZATION OF P.L. 95-471, "THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978", JUNE 15, 1982

1. Mr. Chairman, distinguished members of the Senate Select Committee on Indian Affairs: My name is Ron Andrade. I am the Executive Director of the National Congress of American Indians. With me today is Dr. William Leap, who is the Education Director for the organization. We are pleased to be a part of these hearings on the reauthorization and proposed amendments for P.L. 95-471.

2. Mr. Chairman, NCAI comes before the Senate Select Committee this morning to reaffirm our longstanding support for the Tribally Controlled Community College Assistance Act and for its reauthorization in the form being considered today. Witnesses representing several of the Tribal Community Colleges and the Tribes served by them have already given their support to the proposed amendments in their testimony. They have explained how important these proposed amendments will be to the strengthening of Indian post-secondary education at the Tribal level.

NCAI is looking at the need for reauthorization and amendment from the point of view of a Tribally based, and Tribally sanctioned national organization. We have, as you know, supported P.L. 95-471 since its very inception. NCAI viewed P.L. 95-471 as an important step toward self-determination through education when it was first proposed to the Congress in 1977. We still see P.L. 95-471 playing a critical role in the federal government's efforts toward meeting its educational responsibilities to the Tribes.

Apparently, the Administration views P.L. 95-471 in the same light: The FY 83 Budget Proposal uses the existence of the Tribally Controlled Community Colleges and the support provided to them under P.L. 95-471 to justify the

reduction in funding for other post-secondary education, adult education and vocational and training programs. NCAI has voiced strong objection to this attempt to "play off" one portion of the federal Indian education budget against another. But we also recognize that, should the FY 83 Higher Education Budget in BIA and in the Department of Education be passed in anything resembling the form proposed by the Administration, P.L. 95-471 will be expected to assume an even more critical role in Indian post-secondary education than it has assumed in previous years. This seems to be more than sufficient a reason for Congress pressing toward reauthorization of this Act. So that is why we are here today.

3.1. We endorse the provision proposed for Section 1 which allows Tribes to determine who will be eligible to receive educational services under this Act. This is totally consistent with the provisions of the MARTINEZ decision and affirms once again the principle which should always lie at the basis of federal Indian educational policy.

3.2. We support the decision to include a statement in the Act which defines P.L. 95-471 services as a "... fulfillment of the continuing legal trust responsibility of the Federal government as it relates to education for Indian students". You are aware that some parties question whether education is in fact a part of the Federal trust responsibility. NCAI and its member Tribes have no questions on this issue; member Tribes reaffirmed their position in the form of a resolution on Federal Trust Responsibility which was passed by unanimous vote of the Tribal delegates at the NCAI Mid-Year Convention last month. The statement proposed for Title I is TOTALLY consistent with the position the Tribes have taken on this issue.

3.3. We support the method for computing the Indian student count for the Tribal colleges as proposed in the amendments. The proposal seems reasonable and necessary, given the increasing instructional costs faced by these colleges each academic year.

3.4. We endorse the proposed addition of a "forward funding" component to the Act. College presidents have already explained today, the chaotic consequences which arise when students are ready to attend classes in the fall, but Congress has failed to pass an Appropriations Act for the coming fiscal year.

3.5. We endorse the creation of a Tribally Controlled Community College Endowment program, as detailed in the new Title III of the Act. No institution of Higher Education can function effectively without assured fiscal stability. We are pleased with the details of the proposed Section 302, which requires that capital contributions from the Tribe be matched with the contribution made to each college's endowment by the Federal government. There are safeguards, here and elsewhere in the Act, which guard against an abuse of federal funds: Still this gives the Tribal Colleges maximum flexibility to decide how best to take advantage of the Endowment's credit potential. Section 302 speaks directly to those who believe that Tribes and Tribal organizations are incapable of administering their own financial affairs.

4. Mr. Chairman, the enclosed passed by unanimous vote of the Tribal delegates attending the NCAI Annual Convention last fall identifies other concerns in regard to P.L. 95-471. The Select Committee may wish to review this statement, when assessing the need for the reauthorization. Additional resolutions from Tribes and Tribal organizations urging passage and supporting the amendments are also attached to our testimony, again for your information and reference.

This concludes our testimony, Mr. Chairman, and we will now be pleased to answer any question you or other members of the Select Committee may wish to raise.

naai indian education

Midyear Conference, 1982
San Diego, CA

RESOLUTION: Federal Trust Responsibility
and Indian Education

WHEREAS The United States has unique legal, moral and political obligations -- based on numerous Indian treaties, federal laws, judicial decisions, and presidential declarations which date from the nation's inception to the present -- to both protect and preserve the rights of Indian Tribes as distinct and autonomous Tribal sovereigns; and

WHEREAS The long-standing course of dealings between Indian Tribes and the federal government has confirmed the United States' continuing duty to assure the well-being and security of Indian Tribal communities in perpetuity; and

WHEREAS The United States cannot morally -- and should not legally -- seek either to separate its trust duties into areas that distinguish Indian Tribes from their lands and peoples or to minimize the importance of its trust responsibilities; and

WHEREAS The trust relationship between the United States and Indian Tribes is fulfilled on a government-to-government basis and necessarily includes the responsibility to assure Indian Tribes that their members receive quality education to be active and informed Tribal citizens; and

WHEREAS The federal government's trust responsibility cannot be circumvented merely because, as citizens both of the United States and of their Tribes, Indians are entitled to receive state and federal services as well as Tribal services; and

WHEREAS The Reagan Administration has initiated a series of budgetary and organizational shifts which seriously undermine the federal government's trust responsibility to Indian Tribes without consideration of the effects such actions will have on Tribes and their members; and

WHEREAS The Reagan Administration has advanced no rationale to justify its reduced support for Indian education other than its desire to reduce federal spending across the board; and

WHEREAS The Reagan administration has developed no long-ranged plans on the direction its support for Indian education will take or how it will fulfill its responsibilities to enable Indian students to receive the educations they deserve; and

WHEREAS The needs of Indian Tribes for highly-skilled and well-educated Tribal members will continue to increase as Tribes assume increasing responsibility for the management of their own affairs; and

WHEREAS Even if the current level of support from federal, state, and Tribal governments remained available, the needs for improved Indian education services would exceed the resources available.

NOW THEREFORE BE IT RESOLVED THAT THE NATIONAL CONGRESS OF AMERICAN INDIANS AT ITS MID-YEAR CONFERENCE IN SAN DIEGO,CALIFORNIA ON MAY 28, 1982, REAFFIRMS THE FOLLOWING:

1. THAT The United States must continuously reaffirm its trust responsibility with Indian Tribes to provide education services which promote the social, economic, and cultural objectives of Indian Tribes;

2. THAT The United States, in cooperation with Tribal governments, must develop a long-range plan for Indian education which elaborates how the federal government will support Indian education in fulfillment of its continuing trust responsibility; which describes how the various education systems which serve Indians can best be coordinated to benefit their needs; and which provides the basis for continuous and meaningful participation by Indian Tribes in the delivery of education services to their members.

3. THAT The United States must continue no less than the 1982 level of support for Indian education programs -- whether in Tribal, federal or state school systems -- until such time as Indian Tribes can produce alternative education programs that better serve their needs.

4. THAT The United States must immediately halt its reductions proposed for Indian education services furnished by the Bureau of Indian Affairs and the Department of Education to avoid the detrimental results which will occur unless Tribal governments participate fully in decisions which involve administrative, financial, and programmatic shifts in the federal government's Indian education efforts.

5. THAT copies of this resolution shall be furnished to the President, the Secretaries of Interior and Education, the Assistant Secretary of Interior for Indian Affairs, the Congress and its appropriate Committees, and to Indian Tribal governments throughout the United States.

ncai indian education

The Report of the
NCAI Education Concerns Committee
to
The 38th Annual Convention
of the
NATIONAL CONGRESS OF AMERICAN INDIANS

October 16, 1981

This Report was adopted by unanimous vote
of the Convention's General Assembly
Friday, October 16, 1981

14. Reauthorization of PL 95-471, Tribally Controlled Community Colleges Act

PROBLEM: The Tribally Controlled Community Colleges Assistance Act has been extended through 1984 by the Omnibus Reconciliation Act of 1981, but the American Indian Higher Education Consortium (AIHEC) wishes to see 95-471 reauthorized so that some changes which will improve the scope of that Act and strengthen the original intent of the Act. Reauthorization would supercede reconciliation and would extend the Act for a total of five years. As previously written, the Act (1) does not provide stability in funding from one year to the next since it does not allow for forward funding; (2) does not provide for building, renovation, and construction; and (3) has a method of computing FTE's which does not allow maximum allocation of financial resources. All of these issues need to be addressed through the reauthorization process.

The latest round of budget cuts for FY 82 as proposed by the BIA has reduced funding to the Tribally Controlled Community Colleges from $ 10.2 million to $ 9.2 million for Title I; Title II is earmarked at $ 3.2 million for the Navajo Community College. Four Community Colleges which were determined to be eligible for funding under the Act in 1981 and were entitled to receive $ 998,916 will not, at this time, be receiving 95-471 assistance in FY 82. The BIA mistakenly indicated that the four Community Colleges (Lummi, Fort Peck, Cheyenne River and Little Big Horn) were new start-ups and therefore not eligible for 95-471 assistance.

CONCLUSIONS: Reauthorization at this time will help assure funding levels and mechanisms which will stabilize the Tribally Controlled institutions. Resolution of the legal and fiscal problems arising from the BIA's refusal to fund the four Community Colleges determined to be feasible for FY 82 funding is necessary. in order to avoidfurther funding burdens to all of the Tribally Controlled Community College programs. PL 95-471 is an entitlement, and eligible institutions have a statutory right to receive funding under this program.

RECOMMENDATIONS:

1. NCAI should support AIHEC and its members Colleges in the reauthorization of PL 95-471, with the intent of strengthening the Act which will provide for a change in the computation of FTE's , provide for forward funding, and provide for financial assistance in building renovation and construction.
2. NCAI should acknowledge that the four Community Colleges found to be feasible are entitled to PL 95-471 funds and should therefore receive the funds originally earmarked for them in FY 82.
3. NCAI should actively oppose the Administration's intention to "reauthorize" the Act solely through the use of budgetary reconciliation.
4. NCAI should hereby adopt the attached resolution :, passed at the 13th annual convention of the National Indian Education Association, as its official position on the reauthorization of PL 95-471.

RESOLUTION 13-53

RESOLUTION of the NATIONAL INDIAN EDUCATION ASSOCIATION

TRIBALLY CONTROLLED COMMUNITY COLLEGES

WHEREAS: Congress enacted P.L. 95-471, The "Tribally Controlled Community College Assistance Act of 1978"1 and

WHEREAS: P.L. 95-471 authorizes the Secretary of the Interior to make grants to Tribally Controlled Community Colleges to aid in the postsecondary education of Indian students; and

WHEREAS: The Act directs the Secretary to grant to each Tribally Controlled community College having an application approved by him, an amount equal to $4,000 for each full-time equivalent Indian student in attendance at such college during such academic year; and

WHEREAS: The Law authorizes to be appropriated, for carrying out The Act, $30,000 for fiscal year 1982; and

WHEREAS: The Department of Interior/Bureau of Indian Affairs requested $10,279,000 for Tribally Controlled Community Colleges for fiscal year 1982 under the authority of P.L. 95-471 and P.L. 92-189, as amended; and

WHEREAS: The House Committee on Appropriations recommended $10,279,000, the budget request for fiscal year 1982 for Tribally controlled community colleges, including $3,172,000 for the Navajo Community College (NCC); and

WHEREAS: The Senate Committee on Appropriations recommended $11,081,381 for fiscal year 1982 for Tribally Controlled Community Colleges including an additional $1,800,000 for Navajo Community College; and

WHEREAS: The Senate version of the Interior and Related Agencies Appropriations Bill for Fiscal Year 1982 does not provide funding for four Tribally Controlled Community Colleges (Fort Peck Community College, Cheyenne River Community College, Lummi College of Fisheries, and Little Big Horn Community College) which have been determined to be feasible during fiscal year 1981; and

WHEREAS: These colleges, Fort Peck Community College, Cheyenne River Community College, Lummi College of Fisheries, and Little Big Horn Community College, have all been determined to be feasible and two of the colleges (Fort Peck and Lummi College of Fisheries) actually received P.L. 95-471 operational grant funds under Title I of the Tribally Controlled Community College Assistance Act during Fiscal Year 1981; and

TRIBALLY CONTROLLED COMMUNITY COLLEGES cont.

WHEREAS: The Bureau of Indian Affairs, based on the Senate version of the Interior and Related Agencies Appropriations Bill for Fiscal Year 1982, has notified these four Tribal colleges that they will not receive P.L. 95-471 operational grants in fiscal year 1982; and

WHEREAS: The authorizing statute, Public Law 95-471, provides that the Secretary shall not consider any grant application unless the school has been found to be feasible and will service a reasonable student population; and

WHEREAS: Once the Secretary of the Interior has approved an application for a Tribally controlled community college, the statute provides that he shall provide a grant to such college; and

WHEREAS: P.L. 95-471 is an entitlement program and any "selection" of a subset of the eligibles for funding to the exclusion of the other eligibles appears to be discriminatory and an unequal application of the law; and

WHEREAS: Since this is an entitlement program, we believe the Bureau of Indian Affairs could be mandated by the courts to provide funds to these four colleges with whatever funds are appropriated; and

WHEREAS: If the Senate reduction of $998,619 is adopted and the Bureau of Indian Affairs is required to provide grants to the four colleges, the amount per full-time student would be reduced to $2,885.00, a loss of $558.50 per full-time equivalent Indian student at this time when the other sources of funding for Indian community college programs are being greatly reduced or eliminated; and

WHEREAS: The reduction each of the seventeen Title I eligible colleges would have to absorb would greatly hinder their ability to provide the educational opportunities for Indian students and would be devastating to the colleges; and

WHEREAS: The Department of Interior/Bureau of Indian Affairs has appealed the Senate's decision which denied the $998,619 for the four colleges mentioned earlier; and

WHEREAS: The Administration has proposed an additional budget cut for fiscal year 1982 for Tribally controlled community colleges; and

WHEREAS: Given the budget cuts which have been recommended for Indian programs both within the Bureau of Indian Affairs budget and generally throughout the Federal budget, we believe that additional reductions to the Tribally controlled community colleges would be unfortunate; and

TRIBALLY CONTROLLED COMMUNITY COLLEGES cont.

WHEREAS: We must realize that on most reservations there is no private sector funding available for these colleges to access for assistance and, in addition, it is apparent that the President's "Safety Net" is not working on Indian reservations; and

WHEREAS: Unemployment is increasing with the reductions in or elimination of federally funded programs, many of the unemployed are enrolling in Tribally controlled community colleges to acquire new skills in order to find gainful employment, and Tribal colleges are being cut drastically.

THEREFORE BE IT RESOLVED, that the National Indian Education Association urges the Senate Committee on Appropriations in reconsideration of the Interior Appropriations Bill for Fiscal Year 1982 to provide the $998,619, which was originally requested by the BIA in its March 1981 budget justification, for the four colleges in questions (Fort Peck Community College, Cheyenne River Community College, Lummi College of Fisheries, and Little Big Horn Community College)

BE IT FURTHER RESOLVED, that the National Indian Education Association urges the Senate Committee on Appropriations to assist in the efforts to keep these four colleges open since all four colleges are now operational and require Title I operational grants to remain open.

Lummi Education Center
4226 LUMMI SHORE ROAD FERNDALE, WASHINGTON 98248
PHONE (206) 733-7211

March 15, 1982

Ken Smith, Assistant Secretary
Department of Interior

Dear Mr. Smith

Ken, all of us in the Northwest were proud when you were approved by the Congress to be the Assistant Secretary of Indian Affairs, Department of the Interior. Our hopes were high as we listened to you promise the Congress that you would protect the trust responsibility of the federally recognized Tribes.

Our belief in you was shaken when you told the Congress during the last week of February that education for Indians is not a part of the federal governments trust responsibility. We want to believe that you have been mis-advised by uninformed advisors. We are further alarmed when we learn that you consider education to be drastically limited to what you call basic education such as schools on the reservation and supplimental education such as assistance to Indian students in public schools.

We sincerely want to remain proud of you. We want to welcome you back to the Northwest with open arms, secure in the belief that one of our own has protected us, our brother Tribes and our future generations.

With all respect, please be reminded and remind your uninformed advisors of the following:

1. The U.S. Congress' declaration in section 2 and 3 of the Indian Self-Determination and Education Assistance Act. (Pub. L. 93-638; 88 Stat. 2203; 25 VSC 450 and 450a) it is the responsibility and goal of the Federal Government to provide comprehensive education programs and services for Indians and Alaska Natives.

2. The U.S. Congress' declaration in section 5 of the Indian Child Welfare Act of 1978 (Pub. L. 95-608; 92 Stat. 3069; 25 V.S.C. 1901) in The Federal Governments protection and preservation of Indian Tribes and Alaska Native villages and their resources, there is no resource more vital to such Tribes and villages than their young people and the Federal Government has a direct interest, as trustee, in protecting Indian and Alaska Native children.

3. The code of Federal Regulations, 25 - Indians states in Indian Education Policies. Authority. - Sec. 1130 and 1133 of Title XI of the Education Amendments of 1978 (92 Stat. 2143, 2321 and 2335. Pub.L 95-561 25 U.S.C. 3010 and 2013). that "The mission of the Bureau of Indian Affairs, Office of Indian Education programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities." Which language clearly includes education beyond elementary school, and nowhere mentions the term "supplemental".

4. The policy 25 CFR 31a.4(a)(3) that guarantees Tribes that the assistant secretary for Indian Affairs shall "Ensure that Indian Tribes and Alaska Native entities full exercise self-determination and control in planning, priority-setting, development, management, operation, staffing and evaluation in all aspects of the education process." which in no way allows any other individuals to limit education priorities that will determined by each Tribe.

5. The policy 25 CFR 32 a. 4 (e) that guarantees Tribes that the Assistant Secretary for Indian Affairs shall "Promote, respect and defe the cohesiveness and intergrity of the family, and Tribal and Alaska Native community, as they relate to the educational and social prerogat of the Tribes and Alaska Native entities."

6. The policy 25 CFR 31a- 4 (k) (1), (2) that guarantees Tribes that the Assistant Secretary for Indian Affairs shall "Serve as an advo for Indian Tribes and Alaska Native entities in education matters befor the Federal, State and local governments." and "Assume an assertive role in coordinating comprehensive support for Indian and Alaska Native students internally and from other agencies in education."

7. The policy 25 CFR 31a 4 (t) that guarantees Tribes that the Assistant Secretary for Indian Affairs shall "Vigorously encourage and support alternative, innovative and exemplary programs reflecting Tribal or Alaska Native village specific learning styles, including but not limited to, parent-based early childhood education programs, adult and vocational technical education, library and media services, special education including programs for handicapped, gifted and talented stude summer programs and career development." Which language nowhere mentio a limit on tribal education programs nor includes a "supplementary" concept.

8. The Supreme Court Marinez Decision that guarantees Tribes the inherent power to determine their Tribal membership. Nowhere are Tribe limited from serving their Tribal members wherever they may reside.

Remember Ken that you will always be an Indian and that the years in Washington D.C. are short. The eyes of all the Tribes in the United States are upon you and our memory is long.

Sincerely,

Edward L. Jones, Vice Chairman
LUMMI INDIAN BUSINESS COUNCIL

ELJ:ah

Senator MELCHER. I should note that the hearing record will remain open for 20 days to receive additional testimony. If there is anything which you wish to add as an addendum to your testimony, or if there are others who would like to submit testimony, the hearing record will be open, and we will be glad to have it.

The hearing stands adjourned.

[Whereupon, at 11:25 a.m., the hearing was adjourned.]

APPENDIX

ADDITIONAL MATERIAL RECEIVED FOR THE RECORD

ALL INDIAN PUEBLO COUNCIL
OFFICE OF THE CHAIRMAN

1015 Indian School Road, N.W. P.O. Box 6507 Albuquerque, New Mexico 87197 Phone (505) 247-0371 ext. 224/225

June 28, 1982

Senator William S. Cohen, Chairman
Select Committee on Indian Affairs
6313 Dirksen Senate Office Building
Washington, D.C. 20510

ATTENTION: JoJo Hunt, Staff Attorney

Dear Senator Cohen:

I am pleased to submit the following comments regarding S.2623, to amend the Tribally Controlled Community College Assistance Act of 1978. I hope my comments can be included into the record of the recent hearing on S.2623.

Under the definitions section, I agree that the proposed definition of an Indian is sufficient, since it is consistent with the definition contained in Public Law 93-638, and because it recognizes that the tribe must determine its memberships and thus eligibility for participation in the programs outlined in S.2623.

The new definition of "Indian student count" is also necessary to defray the total cost for operation and maintenance of tribal colleges especially, since Indian tribes have no tax base, and Indian families, more than not, are substantially below income criteria designated as poverty level by the Federal Government. By permitting the tribal institutions to include all credit hours taken by Indian students, allows such institutions to meet all necessary cost for education and training including maintenance.

I agree with the suggested language in Sec. 2. Section, 101 (1), and (2). The language proposed in (1) re-affirms the federal responsibility because of federal policy, legislation and historic treaties.

In Section 113, dealing with new construction, we recommend language that would insure that tribal colleges, for construction or renovation purposes, should be placed in a separate priority list.

Presently, the Bureau of Indian Affairs, has a priority list for new construction of education facilities. There is a danger that tribal colleges may be required to compete for construction dollars with other Indian education programs. It would be especially difficult for these colleges to expect any new construction until the needs of all others already on the list are met. Consequently, waiting may take ten (10) or more years, based on the list that's already pending. I understand that BIA officials have already testified and implied that inclusion in the present priority list may be the only alternative. Perhaps, our concern may be taken care of in the report.

Subsection (d) of Section 113, also creates a problem because it allows the Federal Government to recover its investment (implies by selling) by selling the facility(s) no longer being used for purposes for which it was constructed. We recall that several years ago, one of our Pueblos had the misfortune to fight the Federal Government because federal officials determined that an old BIA school located within walking distance of the Pueblo should be sold to the highest bidder, including land, since the facility was no longer needed for Federal purposes. It was only through a concerted effort on the part of the All Indian Pueblo Council, with the assistance of the New Mexico Congressional Delegation, that that attempt was killed. We would not wish any Pueblo such an experience since it would interfere with our traditional system. Moreover, the language, as now structured, erodes the federal trust responsibility. Since the U.S. Government does not worry about recovering investments in dealing with foreign nations, we wonder about the propriety of this requirement. We believe it would be appropriate to strike subsection (d), or transfer ownership to a tribe for purposes of other uses by the tribe.

I especially like Title III and I hope this will survive intact as the bill goes through the legislative process. Aside from the above comments, we support the bill in its entirety.

Thank you for this opportunity to state our views on S.2623. Should you have any questions, please call Mr. James Hena at (505) 247-0371, ext. 405.

Sincerely,

ALL INDIAN PUEBLO COUNCIL

Delfin J. Lovato
Chairman

cc: Senator Pete V. Dominici
Senator Harrison Schmitt
Congressman Manual Lujan
Congressman Joe Skeen

DJL/JH/pc

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Native
American
Consultants, Inc.

725 2nd Street, N.E., Washington, D.C. 20002 • (202)547-0576

8 July 1982

Pat Zell
Senate Select Committee
on Indian Affairs
Dirksen Senate Office Bldg.
Washington, D.C.

Dear Pat Zell:

Attached is Navajo Community College's Statement on S. 2623, To Amend and Extend the Tribally Controlled Community College Act of 1978, And for Other Purposes. Please Submit the College's testimony as part of the Record of the Hearings on the aforementioned Bill

Thank you for your cooperation.

Sincerely,

Robert E. Mele

Attachment a/s

TESTIMONY OF DEAN C. JACKSON, PRESIDENT, NAVAJO COMMUNITY COLLEGE, TSAILE, ARIZONA, IN SUPPORT OF S. 2623, TO AMEND AND EXTEND THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT

Navajo Community College (NCC) is pleased to submit its testimony to the Senate Select Committee on Indian Affairs in support of the bill known as S.2623, amending and extending the Tribally Controlled Community College Assistance Act.

The Navajo Tribal Council has declared and the Tribal Administration recognized that education is a priority of the Navajo Tribe. In 1981 the Tribal Council passed a resolution making NCC a top priority and appropriating $850,000 to be used as start-up money for the fall term. Without the Tribal Council action it would not have been possible for NCC to begin its fall term on schedule.

As the committee members are aware, NCC is the first tribally owned and controlled college to be located on an Indian reservation. NCC is also the first tribally controlled college to be accredited. Since it was established twelve (12) years ago, NCC has had positive educational, social, and economic impacts on the Navajo people.

NCC and the Navajo Tribe recognize the necessity and importance of having college-level institutions in the Indian community. These institutions make significant contributions towards improving the skills of what has been historically the most poorly educated segment of American society. NCC, therefore,

endorses the reauthorization of the Tribally Controlled Community College Assistance Act.

NCC in particular supports the section of the bill known as Title III - Tribally Controlled Community College Endowment Program. NCC is now in the process of establishing an endowment, seed money having been provided for this purpose by the Tribe. We expect that the Title III will provide an incentive to other colleges to establish their own endowments. The endowment section provides a vehicle through which all tribally controlled colleges will become self supporting. Moreover, an endowment provides a resource which enables tribes to plan and budget more rationally and provides a buffer against the vagaries of the federal budget system.

Title III of the bill is also timely in that it is in line with President Reagan's call for initiatives in joint federal-private sector programs. The matching requirement (Sec. 305(a)) provides an incentive to private sector participation in Indian education and ensures that each federal dollar will work twice as hard.

Navajo Community College endorses S.2623 and hopes that the Senate will pass the bill, thereby ensuring continued delivery of quality higher education provided by institutions which are responsive to the needs of the community.

Nebraska Indian Community College

P.O. BOX 752 WINNEBAGO, NEBRASKA 68071 PH. (402) 878-2414

June 25, 1982

William S. Cohen
Chairman
United States Senate
Select Committee on Indian Affairs
Washington, D.C. 20510

Dear Chairman Cohen:

Thank you for your June 10, 1982 letter announcing the hearing on the bill to amend and extend the Tribally Controlled Community Colleges Assistance Act of 1978. Naturally for us, this is exciting and favorable news. Please find enclosed our updated testimony for inclusion in the printed transcript of the hearing of June 15, 1982.

We also thank you for coordinating with the American Indian Higher Education Consortium (AIHEC) to provide an opportunity for my fellow tribally controlled community college representatives to testify.

Cordially,

John Weatherly
President

cc: Mark Merrick, Chairperson, NICC Board of Trustees
Leroy Gilford, Executive Director, AIHEC

TESTIMONY OF THE NEBRASKA INDIAN COMMUNITY COLLEGE, WINNEBAGO, NEBRASKA; PRESENTED BY JOHN WEATHERLY, PRESIDENT

Mr. Chairman and distinguished members of the Committee. My name is John Weatherly. I am President of the Nebraska Indian Community College with campus sites in Macy, Santee and Winnebago, Nebraska. I would like to thank the Committee for this opportunity to express our concerns regarding reauthorization of P.L. 95-471, the Tribally Controlled Community College Act of 1978. Many of the concerns expressed here today are common to all of those concerned with the future of Indian education. The following testimony will describe the history and present plans for the Nebraska Indian Community College which serves the Omaha, the Santee Sioux, and the Winnebago Tribes of Nebraska.

INSTITUTIONAL NARRATIVE

In 1973 the American Indian Satellite Community College was organized as a branch of Northeast Technical Community College to provide a variety of post-secondary educational programs on the Omaha, Santee Sioux, and Winnebago Indian reservations in Nebraska. With the advent of Public Law 95-471, Tribally Controlled Community College Act of 1978, the three tribes chartered and organized the Nebraska Indian Community College.

NICC is composed of three campus sites. The main central office is located in Winnebago, Nebraska with two other coordinating campuses in Santee, and Macy, Nebraska. The three campuses are located in northeast Nebraska. Winnebago and Macy are eleven miles apart and Winnebago and Santee one hundred miles apart. The largest community, Macy, has a population of nearly 1600 and the smallest community, Santee, has a population of 500, while Winnebago has approximately 1300 residents.

In serving its clientele, NICC has had substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped areas. At the invitation of the tribes, NICC faculty and staff have participated in planning and operation of programs in

housing, law enforcement, business and economic development, agriculture and the arts. The college libraries at each campus are becoming repositories for archival materials important to the history and culture of each tribe and the nation. These short-term impacts have yielded benefits in human and economic development, improved management skills and changed attitudes about post-secondary education. Thus far it can be assumed that the impact is influencing the entire three cultures, surrounding cultures, and nation but how, and how much is uncertain. The long-range effects in Indian education will take additional support and comprehensive assessment measures to determine the impact.

The College was successful in its first year of independence 1980-81, to gain candidacy status towards full accreditation on June 30, 1981 from North Central Association of Colleges and Schools. Of the approximately 5000 Indians residing on the three reservations, nearly 10 percent or 500 have received education courses from NICC. Three NICC graduates have served as tribal chairman, a fourth chariman is a former NICC student. At least eighteen directors of tribal programs have been or are currently NICC students. Of the thus far 81 graduates, 78 are now employed or attending a four year college.

STUDENT CHARACTERISTICS

The Nebraska Indian Community College is a coeducational Indian focused liberal arts and vocational education institution chartered by the three tribes of Nebraska. The college admits students 16 years or older who have a high school diploma or general equivalency diploma. The College grants the following degrees: Associate of Arts, Associate of Science, and Applied Science, in addition, the College offers a special curriculum which provides technical training in the construction trade, agriculture, early childhood development, and self-sufficient living. To strengthen the science curriculum NICC was awarded a National Science Foundation grant for two years (1980-1982). A side effort of this project is to reduce science anxiety, whereby students study the diverse ecosystems on and near the three reservations via intensive field study courses. The result of this pilot study is a book soon to be published by NICC through its Graphic Arts Department which offers ten cooperative education students credit, salary, and an Associate of Arts degree.

The College is sanctioned by the three tribes to serve Indians and non-Indians and to be the role model for bettering human resources and is based on a philosophy of self-sufficiency. Tribal leaders recognize the sizeable reservoir of potential college students in this tri-tribal area and the opportunities of these students to successfully complete post-secondary education. They also recognize that desipte a 25 percent budget cut last year and a 30 percent increase in student enrollment, the College did not terminate any employee while every other tribal program had to institute a reduction in force. Regardless of limited financial resources, the College is striving to attract and retain as many staff and students as it possibly can. By strengthening and expanding its academic programs and developing student services, NICC believes it will be able not only to enroll, but also to retain larger numbers of students.

Despite strong cultural divergence among the three tribal student populations they do share several problems: 1) geographical isolation from centers of employment, education, commerce, and social services compounded by severe climate and road conditions; 2) low income levels, the mean household income being $8,556 for an average family size of 4.5; 3) high unemployment rate averaging 43.27 percent in 1979 and increasing to over 60 percent in 1981; 4) heavy dependence on subsidized employment; 5) relatively low educational levels, 42 percent do not have high school diplomas or Graduate Equivalency Degree certificates; 6) high turnover in public school staffs; 7) high rates of alcohol abuse and; 8) inadequate medical care. A major problem revolves around the recent cuts in federal budgets and thus human service programs. National economic problems have caused numerous off reservation Indians to return to the reservation where strong family and tribal ties provide support, however for these people economic conditions worsen.

The following tables better describe the Nebraska Indian Community College student population characteristics, student retention rates, and number of graduates from 1977-1982 (See attached Tables: #1, #2, #3)

Table #1 indicates that the student population is increasing and ranges from 17.2 percent each year to 33.8 percent with the average increase being 25.2 percent each year. Thus, Indians through the opportunities provided by institutions such as NICC are trying to better their education and employability.

Table #2 shows the total student population retention rate steadily

decreasing from 70.3 percent in 1977 to 44.3 percent in 1982. While the student population is increasing at a much greater rate than the national post secondary rate the amount of revenue available to meet student needs has not increased and in 1982 was cut by 25 percent. The college is unable to increase the number of staff and faculty to meet the increasing student population needs and students are dropping out at an increasing rate.

Despite the increasing student population and increasing budget cuts, Table #3 indicates that 81 students graduated from 1977 to 1981. However, the number of graduates has decreased from 25 in 1977 to only 12 in 1981. Again, the increasing student population without matching revenues and staff to meet the increased student needs has caused fewer graduates.

Of the 81 graduates, 78 are now employed or attending a four year college. It is clear that the students attending the Nebraska Indian Community College are attempting to improve themselves through education. The college's primary problem is inadequate resources-fiscal and human to retain and graduate tax paying citizens.

Efforts to curb the increasing drop-out rate and decreasing number of graduates requires additional fiscal support.

MAJOR INSTITUTIONAL UNIT OBJECTIVES

Presently the college does not have a research, development or a planning unit. The college is without sponsored research projects and faculty publications. The library is extremely limited, with no media storage areas, no technical work space and production and maintenance facilities are nearly non-existent. The college has open admissions policy but does not have diagnostic tests for measuring student mathematic, reading, writing, and English skills level. Nor does the college have any educational, career, or personal counselors, any new student orientation or retention programs or a learning developmental program to strengthen basic skills. Without these necessary resources the top administrators, faculty, staff, and students are dissatisfied and challenged to seek resources that will improve self-sufficiency. The funds of P.L. 95-471 are meant to strenghten the college's overall needs for; stable management, increased student support programs, a research and development unit and comprehensive student, academic, faculty, staff development projects. The purpose of this testimony is to secure multi-year funding resources for necessary development and continuity leading to self-sufficient quality programs for the betterment of society. Currently the college is without the resources to accomplish its mission and goals. The challenge for a fragmented twentieth century America is to realize like Henry David Thoreau in The Writings of Henry David Thoreau, (Houghton Mifflin, 1906, Bradford Torrey, ed.)

> "Such are our antiquities. These were our predecessors, Why, then, make so great ado about the Roman and the Greek, and neglect the Indian? We need not wander off with boys in our imagination to Jaun Fernandez, to wonder at footprints in the sand there. Here is print still more significant at our doors, the print of a race that has preceded us, and this is the little symbol that Nature has transmitted to us. Yes, this arrowheaded character is probably more ancient than any other, and to my mind it has not been deciphered. Celebrate not the Garden of Eden, but your own-look."
> 5

TABLE # 1
TOTAL STUDENT POPULATION CHARACTERISTICS 1977-1982

YEAR	AGE Under21	AGE 21&Over	SEX Male	SEX Female	STATUS Dep.	STATUS Ind.	Single	Married	Fulltime	Parttime	Non Deg.Prog.	Total FTE	% Incr.
1977-78 Total = 299	31	299	180	120	18	102	110	110	201	119	N/A	70.16	n/a
1978-79 Total = 242	27	215	107	136	14	228	116	126	131	111	N/A	92.58 *NICC	31.9%
1979-80 Total = 261	47	214	95	176	33	228	159	102	91	170	159	109.20	18%
1980-81 Total = 607	41	366	131	276	31	306	255	152	103	304	179	178.00	17.3%
1981-82 (Fall only) as = 281	36	245	95	186	16	265	179	102	153	128	171	171.31	33.4%

TABLE #2
STUDENT RETENTION RATES 1977-1982

YEAR	OKANA Starting FTE	OKANA Finishing FTE	SANTEE Starting FTE	SANTEE Finishing FTE	WINNEBAGO Starting FTE	WINNEBAGO Finishing FTE	PROGRAM TOTAL Starting FTE	PROGRAM TOTAL Finishing FTE	TOTAL RETENTION RATE
1977-78	70.0	37.75	30.64	16.62	114.53	93.63	215.17	150.00	70.3%
Summer	--	--	--	--	--	--	--	--	
1978-79	84.84	38.40	23.14	16.47	119.60	89.27	240.13	151.64	63.2%
Summer							12.75	7.50	58.8%
1979-80	146.68	81.00	49.21	27.22	106.86	73.45	311.41	199.91	64.2%
Summer							8.64	8.24	95.2%
1980-81	173.49	111.21	86.46	56.03	154.05	76.55	418.02	248.69	59.5%
Summer							5.32	4.90	92.1%
1981-82 (Fall only)	123.29	72.93	113.22	31.06	57.80	26.30	294.31	130.28	44.3%

TABLE 3
NICC GRADUATES PER YEAR AND DEGREE PROGRAM

YEAR	HACY		SANTEE		WINNEBAGO		TOTAL	
	A.A.	A.S.	A.A.	A.S.	A.A.	A.S.	A.A.	A.S.
1977	0	0	0	0	0	0	0	0
1978	5	0	2	0	12	6	19	6
1979	10	0	3	0	8	4	21	4
1980	3	0	4	0	6	6	13	6
1981	2	4	4	0	2	0	8	4
TOTAL	20	4	13	0	28	16	61	20

The following pages are the draft report of the North Central Association of Colleges and Schools on April 26, 28, 1982 for the NICC accreditation evaluation visit. Again, the Nebraska Indian Community College has received a highly favorable peer objective evaluation, recommending continued candidacy status for full accreditation. Indeed, the recommendations indicate strong leadership from the Board of Trustee members, to President, to faculty, staff, and thus resulting in student support and involvement. At the exit interview on Wednesday, April 28, 1982 the NCA team leader Dr. Russell Paulsen of North Central Technical Institute in Wassau, Wisconsin, expressed his opinion that the "Nebraska Indian Community College is to be commended for a job well-done and serving a population that might otherwise go unserved!"

This indeed confirms our beliefs and opinions that the Nebraska Indian Community College, like other tribally controlled community colleges is the-if not rapidly becoming the-vehicles for maximizing Indian self-determination, human and resource development and retention, and self betterment as a life long process. It is our opinion as evaluated and confirmed by our non-Indian peers that the tribally controlled community colleges be recognized and supported by and for the United States gain, the American Indian gain, and the world-wide human gain.

Nebraska Indian Community College

Strengths

1. Dedicated and well qualified Board of Directors, who feel they have good direction. They appear to understand their role now as policymakers and are committed to the success and development of NICC.
2. Energetic, effective leadership from the new President.
3. Qualified Administrative Staff, faculty and other staff.
4. Business office records are in good order, well kept, and well directed.
5. Faculty has a lot of confidence in the administration. Good rapport exists between the groups - it's a good team effort.
6. Faculty and administration have a great deal of freedom in the performing of their jobs.
7. Library has made good progress - it is well directed, organized and administered to provide a good range of library services and is available to the community.
8. Use of the tribal farms is a strength for the ag programs. It needs to be expanded and developed.
9. Close support and good working relationships with the three tribes is outstanding.
10. There is available a fairly large pool of qualified faculty (part-time in particular).
11. Good fringe benefit package is provided full-time employees.
12. The use of tribal facilities provides flexibility for space needs. The cooperation in this is to be commended.
13. You are serving a population that might not otherwise be served.
14. The 1981 Status Study provides a thorough self-analysis which provides NICC with a solid base for short and long range planning.
15. Availability of Indian materials at the three sites is a major step in achieving the mission of the college to reinforce the viability of the three Tribes culture and heritage.

Nebraska Indian Community College

Concerns

1. There needs to be a more defined, and well developed, mechanism for curriculum development, implementation and evaluation, that is clearly understood by all persons. This should include an overall philosophy of curriculum, course requirements, and credits that clearly distinguishes courses of an associate degree nature from those of a more adult education type offering.
2. There needs to be expanded and continued attention given to student testing, assessment and counseling and placement. Along with this would be a need for the development of more remedial education.
3. There needs to be an on-going program of faculty development for both full-time and part-time faculty. To include some emphasis on community college philosophy, curriculum development, and instructional methods.
4. Orientation programs should be developed for the Board of Directors, dealing with their roles, responsibilities, along with information on community college philosophy.
5. Physical facilities at the Macy site are very limited and need to be expanded.
6. There appears to be an over stress on the Title III proposal and that this will "solve the problems". Alternate plans need to be developed in the event this is not funded.
7. Backup records of student records needs to be developed and kept in a safe fireproof location.
8. The library materials at the Macy and Santee sites, without qualified staff to assist in their usage, result in an almost virtual waste of materials.
9. Need to expand the student activities that are available to students. The start this year needs to be continued and expanded.
10. Need to give serious attention to articulation agreements with four year schools and related course advising and counseling.
11. There is a need to continue to review job descriptions and duties of administrative staff. The recent centralization of duties needs to be reviewed and clarified as time goes on.
12. There is a need to expand efforts in occupational program development.

NICC

IV. Recommendation Concerning Future Accreditation Staus and a Summary of the Reasons for the Recommendation.

The evaluation team recommends that Nebraska Indian Community College be continued in Candidate for Accreditation Status at the Associate Degree be granting level;

that a biennial visit be scheduled in two years, 1983-84.

This recommendation is based on the following:

-The new President is providing stable, effective leadership to the college.

-The Board of Trustees now clearly recognize their role as policy makers, and are dedicated to helping NICC grow and mature.

-The centralization of administration, will help to provide focus and leadership as NICC continues with the accreditation process.

-Student enrollment and support for the college continues to grow.

The following comments are taken from a June 1, 1982 letter from the United States Department of Education, Title III Program. These non-Indian peer comments are included to confirm again the abilities and strengths of the tribally controlled community colleges to conduct long-range planning.

"The long-range plan submitted by your institution has been reviewed in accordance with Sections 624.22 and 624.32 of the regulations for the Institution Aid Programs (published January 5, 1982) to determine if it provided dor self-sufficiency."

"I am pleased to inform you that the panel of external readers reviewing your long-range plan has rated it as acceptable. A summary of their comments is enclosed for your information."

"This young institution (chartered in 1978) has recognized the need for planning almost from its inception. Its seriousness of purpose, which was prompted by early growth problems and accrediting body recommendations, has resulted in an impressive plan."

"The plan reads well, the entire insitution is covered, and the objectives are specific with stated time frames."

The below comments are taken from a Nebraska Indian Community College June 4, 1982 Full Time Equivalent (FTE) verification report conducted by the Bureau of Indian Affairs.

"For students who take more than 12 credit hours, the college should be able to count these additional hours for FTE. There were many students who took 19 credit hours and the college loses 7 hours of FTE in each instance. The college has its administrative, instructors, and other costs but does not get credit for those FTE of students who take more than 12 credit hours. The college lost 23.42 FTE the first semester and 34.58 the second semester for students who took more than 12 credit hours."

Sisseton-Wahpeton Community College

Box 209, Sisseton, South Dakota 57262 605-698-3966

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June 15, 1982

Senator William Cohen, Chairman
Select Committee on Indian Affairs
Washington, DC 20510

Dear Senator Cohen:

Thank you for your letter concerning the Select Committee's hearing on the reauthorization of P.L. 95-471. I am enclosing our written testimony for the record.

We are deeply appreciative of your interest in and support for this legislation. I hope that the information gathered in this hearing will establish clearly the strong and positive effect that our institutions are having on Indian education in the places where help is needed most.

Yours sincerely,

Schuyler Houser
President

TESTIMONY OF THE SISSETON-WAHPETON COMMUNITY COLLEGE; SUBMITTED BY SCHUYLER HOUSER, PRESIDENT

JUNE 16, 1982

Mr. Chairman and distinguished members of the Committee, my name is Schuyler Houser; I am the President of Sisseton-Wahpeton Community College. Our Board, staff, and students wish to express thanks for the opportunity to present our views on the reauthorization of P.L. 95-471.

Sisseton-Wahpeton Community College is located in northeast South Dakota. The institution was charted by the Sisseton-Wahpeton Sioux Tribe in 1978; the governing Board of Trustees is elected from the seven districts of the Reservation. Approximately 4,000 tribal members live on the reservation; about half of these are under the age of nineteen. The non-Indian population in the area is at least 25,000.

Sisseton-Wahpeton Community College operated for three years as a center of the University of Minnesota-Morris through a grant from the Fund for the Improvement of Post-Secondary Education. The institution is among the most recent to receive funds under P.L. 95-471; those monies arrived little more than one year ago, in March, 1981. Thus any assessment of the impact of these funds on the reservation, the Tribe, and individual students must be restricted to the short term. Likewise, this year has been grim and demoralizing for those living and working on reservations. Our institution was directly affected by the ending of CETA Title III, which provided support for many vocational students. Sisseton-Wahpeton Community College likewise faces the loss of federal vocational education (one-percent set-aside) funds in July. The institution serves a community in which the unemployment rate is now fifty percent, and rates of domestic violence, alcohol abuse and suicide attempts have increased dramatically in the past eight months.

These conditions have not halted Sisseton-Wahpeton Community College's drive towards education quality, but they have added urgency and stress to our efforts. Funds from P.L. 95-471 have enabled us to study tribal needs and redesign Sisseton-Wahpeton Community College administration to bring us closer to candidacy status for accreditation and to expand significantly the range of courses and services available to members of the tribal community. Specifically, since last March:

1. Sisseton-Wahpeton Community College has expanded educational services to 300 individual students not previously served.

2. The institution has installed two computer terminals and begun to offer a course in data processing and a two-term sequence in computer programming.

3. We have developed a sequence of sixteen courses including psychology, sociology, counseling, and statistics to ungrade skills of staff members of alcoholism, juvenile protection and human services programs of the Tribe. Completion rates for these courses consistently exceed eighty percent.

4. Courses in shorthand, advanced business law, records management and office procedures have been added to the vocational business management/secretarial training program; the cost for these courses has been borne by 95-471 funds.

5. A bilateral agreement with Dakota State College, Madison, S.D. , was concluded in June, 1981. Approved courses at Sisseton-Wahpeton Community College are covered by Dakota State's accreditation umbrella. Dakota State also provides technical assistance and support as Sisseton-Wahpeton Community College moves towards candidacy; we hope to have our visitation for candidacy in late summer or early fall, 1982.

6. Sisseton-Wahpeton Community College has provided the Tribal Council of the Sisseton-Wahpeton Sioux Tribe training sessions in policy and decision making, and on the specific issue of seperation of powers.

7. Sisseton-Wahpeton Community College staff have provided technical assistance to the Tribe's Judicial Committee, and assisted in the development of programs and proposals for several areas of elementary education, economic development, ex-offender rehabilitation, and the arts.

8. The institution has reorganized its curricula to provide more focus and coherence to its academic programs. As a result of this reorganization, we anticipate fifteen to twenty graduates in Associate of Arts and Associate of Applied Science programs next year. Up to this point, the institution has granted only certificates in vocational programs.

9. Sisseton-Wahpeton Community College has revised and implemented fiscal and budgetary policies and procedures which improved significantly financial accountability.

10. Sisseton-Wahpeton Community College has improved its student records capacities substantially, and improved student services to provide academic advisement, financial aid services, and student activities.

11. Sisseton-Wahpeton Community College has used P.L. 95-471 to develop the following enrollment during this academic year (N.B. these statistics do not include courses funded through vocational education monies, but reflect only the added impact of P.L. 95-471 funds):

1981-1982	Beginning Enrollment (number of students)	Final Enrollment	Total Credit hours generated
First Quarter	109	90	492.5
Second Quarter	205	143	358.0
Third Quarter	110	102	836.0
	424	335	1686.5

None of the progress indicated here would have been possible without the funds available under P.L. 95-471. These funds are not enough; academic development in rural, isolated and impoverished community is expensive and demanding. The Bureau of Indian Affairs, thanks in large part to the work of Ed Lonefight, has improved considerably its delivery of funds on a timely and efficient schedule. But these funds are not sufficient, and even the work by the Bureau of Indian Affairs cannot resolve problems caused by Congressional delays in budget and appropriations processes. Sisseton-Wahpeton Community College has therefore begun to concentrate on fundraising and development activities. We have a small staff; time spent of these activities is time which must be taken from contact with students and from direct services to the Tribal Community.

The changes proposed in the reauthorization bill, if combined with a realistic appropriations level, will ease our problems considerably. The presence of a stable funding base is a primary concern of our regional accrediting association in reviewing institutions for candidacy; despite P.L. 95-471, Sisseton-Wahpeton Community College does not now have such a stable base. I strongly urge this committee to act favorably on the reauthorization of P.L. 95-471 as a step towards assuring the continuation and stability of institutions which have already, in a very short time, clearly demonstrated their worth to tribal communities and to the nation as a whole.

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July 15, 1982

Honorable William Cohen
Chairman
Senate Select Committee
on Indian Affairs
United States Senate
Washington, D.C. 20510

Re: S. 2623 -- a bill to amend and extend the Tribally Controlled Community College Assistance Act (102.37, 302.37, 502.37)

Dear Senator Cohen:

On behalf of our tribal clients, we present the following views concerning S. 2623, a bill to amend and extend the Tribally Controlled Community College Assistance Act. Please include our comments in the record of the hearing on the bill held on June 15, 1982.

The opportunity to receive a college education is of vital importance to the continued advancement of Indian youth. With unemployment on many reservations at higher than 50%, it is clear that a good education is the only hope for many of these young people to obtain jobs and make a contribution to their communities.

The Tribally Controlled Community College Assistance Act has made it possible for tribes across the country to operate colleges for the benefit of their young people. Our clients support the efforts of the Select Committee to extend the Act for another three years. However, we would like to suggest two areas in which the bill can and should be strengthened.

First, if tribally controlled community colleges are to grow in size and number or even remain at their present levels, funding must increase over the life of the Act. In the current version of S. 2623, funding for technical assistance, new construction, the endowment program, and basic grants (including the per capita allocations) would remain the same for fiscal years 1985-1987. Inflation

will reduce the value of these amounts, so that in relative terms the funds actually available to the colleges will be less each year. Even on its own terms, the $30,000,000 funding level for basic grants is unrealistic -- it will be impossible to increase the per capita allocation as proposed by the bill without increasing the overall funding amount.

We strongly urge that the United States Government maintain its fiduciary commitment to Indian education. The Tribally Controlled Community College Assistance Act involves relatively small amounts of money and produces great benefits. Therefore, we request that the bill be amended to increase the funds for basic grants, technical assistance, the endowment program, and new construction.

Second, we recommend a change in the construction grant program. The bill would require that if, within 20 years after the construction of a facility, the college ceased to be a public or nonprofit institution or the facility ceased to be used for academic purposes, the United States could recover the amount of the grant. The problem with this provision is that if the college loses its nonprofit or public character or converts a building to a nonacademic use, the reason will be that the college is either struggling or has failed. It would be most unfair for the United States to recover its costs under these circumstances. In addition, such action could result in costly litigation. Therefore, we recommend this section of the bill be eliminated.

We commend the Select Committee for its efforts on behalf of Indian education, and urge you to consider the amendments to S. 2623 that we have suggested.

Kind personal regards.

Sincerely,

Reid Chal

Reid Peyton Chambers
Mary V. Barney

RPC:MVB:mjf

cc: JoJo Hunt

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